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CHAPTER I.

STATISTICS OF NORMAL SCHOOLS, 1917-18.

Prepared under the Supervision of H. R. Bonner, Specialist in Educational Statistics.

CONTENTS.—Types of schools represented—Number of schools reporting—Length of sessions—Number of instructors—Number of students enrolled—Graduates from normal courses—Practice teaching and facilities for it—Libraries—Property—Income Expenditures—Accuracy—Summer sessions in 1917—Changes in the normal-school list—General summary.

TYPES OF SCHOOLS REPRESENTED.

This report includes data on public and private normal schools. It does not include data on the State teachers' colleges of Colorado, Iowa, and New York. These institutions are included under statistics of universities, colleges, and professional schools in another chapter of the Biennial Survey.

The normal schools have been classified chiefly on the basis of control. Those under State control are State normal schools. The State normal schools of Pennsylvania were, prior to 1911, only partly under State control. They were owned by corporations. Of the 18 trustees for each institution, 6 were appointed by the superintendent of public instruction. The code of 1911 provided for the purchase of the institutions by the State. Six of them have become the property of the State under this act.

A city normal school is one under the control of the city board of education.

The definition of a county normal school varies somewhat in the different States. Wisconsin has the only true county normal schools. They are separate from the regular public schools in control, school plant, and all other respects. In Michigan the county training classes have their own boards. In Ohio the county normal schools are operated in connection with first-grade high schools. They are under the supervision of the county superintendent, and he nominates the director of the school. The county normal schools of Wisconsin and Ohio are included here, as are also several from Michigan. Eighteen other States make provision for the training of teachers in a number of secondary schools.

Private schools are under private control. On this basis several schools formerly included under public normal schools have been included with the private schools for the purposes of this study.



¹ Mr. L. E. Blauch assisted in the preparation of statistics of normal schools, 2 School Code of Pennsylvania and Other Laws. Act of May 18, 1911, Harrisburg, 1911, p. 101. 2 See "Rural Teacher Preparation in County Training Schools and High Schools," by H. W. Bu. of Educ., Bul., 1917, No. 31.

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1,446 1,497 1,491 1,525 1,315 1,246 2,400 2,400 2,401 3,177 1,246 2,340 2,400 2,401 3,177 1,446 1,446 1,446 1,446 2,440	mber of instructors: 4. Twal in all courses Women 4.	1,856	1,783	1,800	3,067	2,031	3,719	3,982	2,505	2,700	
1,469 1,499 2,023 2,131 1,956 2,400 2,541 3,177 2,140 2,140 2,140 3,177 3,514 3,656 3,288 3,790 4,465 4,890 1,611 1,949 1,120 4,146 1,149	Total.	4, 367	4,419	4,936	5, 402	5,013	5,914	6,276	6,748	7,306	
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21,157 116,548 113,076 115,749 16,382 116,146 65,915 109,286 115,016 145 65,312 109,286 115,016 145 65,312 109,786 115,016 115,816 115	mber of students envolled: o. Total in all corpres— Wan. Wann.	. 47, 851 68, 698	45,946	94, '27.	46,316 86,878	32,599	37,823 94,615	25,745 30,541	88,88 1961	30,58 101,58	"
24,157 19,663 16,749 16,382 16,146 19,746 19,247 76,000	Total	116,549	• 120, KS9	\$ 113,076	133, 192	\$ 109,313	132,438	109,2%	115,016	132, 177	١
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8, 370 2, 200 2, 200 2, 326 1, 670 1, 904 2, 151 2, 335 2, 430 1, 770 8, 370 10, 048 10, 906 13, 079 15, 430 18, 229 18, 229 11, 339 10, 005 10, 005 10, 005 10, 770 15, 770 15, 430 10, 005 1	Total	69, 551	65,068	63,627	68, 937	71,867	88,561	136'08	95, 286	111,672	١.
11,339 10,005 10,848 10,996 13,079 15,420 15,278 20,658 13,579 15,420 15,278 20,658 13,579 15,250 15,250 15,739 15,000 15,178 15,000 15,278 15,000 15,278 15,000 15,278 15,000 15,278 15,000 15,278 15,000 15,278 15,000 15,278 15,000 15,278 15,000 15,278 15,000 15,278 15,000 15,278 15,000 15,278 15,000 15,278 15,27	adustes from normal courses: Men. Women	2,989	2,209	2, 063 8, 795	1, 670 9, 326	1,984	2,151 13,279	2,325 15,953	2,430	3,085	·
47, 35, 37	. :	11,359	. 10,005	10,848	10,996	13,079	15,430	18,278	20,658	24,534	· '
	rollment in model schools	35,397	43, 256	, 55,007	51,739	51,060	66,180	42, 338	53,001	57,580	ii _ i
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Receipts for the year:											
ments Prom State city, and county for current	\$712,507	\$306,301	\$915,443	\$1,549,906	£3, 421, 190	\$2, 635, 438	\$1,720,442	\$3,553,591	\$4,016,760	\$4,221,0 ₆₁	
!	\$ 22,782,123	£3, 239, 942	\$3,927,209	£4,648,136	\$4,646,790	\$6,675,152	\$7,566,965	\$8,973,677	\$10,134,158	\$11,530,627	
c. Total receipts from State, city, and county	\$3,500,630	\$4,146,143	\$4, 842, 652	\$6, 198, D62	\$8,067,980	\$9,310,990	\$9,287,407	\$12,527,268	\$14, 150, 918	\$15, 751, 693	
·	\$5,231,856	\$5,781,291	\$6, 898, 700	\$8,298,830	\$11,981,346	\$14,688,220	\$13,328,101	\$17,495,763	\$20,140,199	\$22,728,203	
Number of yolumes in libraries	, KOT, 963.	908, 032	1,088,769	1,158,128	1, 299, 052	1,521,528	1, 585, 142	1,729,486	1,849,034	2, 172, 627	ST
	The institution	n at Genev	a, Ohio, is c	omitted from	all these data	a (1899-1900).					ATI
	A number of p	rune or mo	odel schools	aring residen	Engaged that time of more in instructing resident students in normal courses. A number of pupils in model schools are included in these data.	normal cours	8				STI
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1890-1900 1801-2 1803-4 1803-6 1807-8 1800-10 1911-12 1913-14	1886-1900 1901-3 1908-4 1906-6 1907-8 1900-10 1911-12 1911-12 1911-13 1911-1	1900 1901 1902 1906 1907 1908 1908 1908 1908 1908 1909		TABLE 2:-	Review of	statistics	f State no	'YABLE 2:—Review of statistics of State normal schools, 1900-1918.	1, 1900–191	(Oct	•		
1 12 13 13 13 13 13 13	1,000 1,447 1,177 1,186 1,786 1,286 1,087 2,086 3,077 2,086 3,077 2,086 3,077 2,086 3,077 2,086 3,077 2,086 3,077 2,086 3,077 2,086 3,077 2,086 3,077 2,086 3,077 3,086 3,077 3,086 3,077 3,086 3,087 3,086 3,087 3,086 3,087 3,086 3,087 3,086 3,087 3,086 3,087 3,086 3,087 3,086 3,087 3,08	15 15 15 15 15 15 15 15		1696-1900	1901-2	1908-4	1906-6	1907-8	1909-10	1	M13-14	1915-16	1917-18
1, 200 1, 447 1, 101 1, 106 1, 224 1, 508 1, 606 1, 224 2, 537 2, 661 1, 606 1, 777 1, 833 1, 778 1, 226 2, 537 2, 606 2, 537 2, 606 1, 777 1, 833 1, 778 1, 226 1, 778 1, 226 1, 778 1, 226 1	1,000 1,447 1,777 1,166 1,724 1,505 1,000 1,401 1,000 1,447 1,100 1,447 1,100 1,10	1,000 1,447 1,110 1,116 1,224 1,000 1,000 2,000 1,000 2,000 1,000 2,000 1,000 2,000 1,000 2,000 1,000 2,000 1,000 2,000 1,000 2,000 1,000 1,000 2,000 1,000 1,000 2,000 1,000 1,000 1,000 2,000 1,00	_	- ⁰²		•		•	2. (10	7
1,000 1,447 1,1101 1,106 1,234 1,508 1,006 1,000 1,447 1,777 1,1244 1,234 1,508 1,006 1,347 1,000 1,347 1,000 1,373 1,000 1,373 1,000 1,373 1,000 1,1716 1,110 1,170 1,244 1,386 1	1, 500 1, 447 1, 101 1, 106 1, 284 1, 500 2, 500 2, 500 1, 407 2, 500 2, 500 1, 407 2, 500 2	1,500 1,440 1,101 1,160 1,284 1,500 2,561 3,072 3,007 3,007 3,611 3,072 3,007 3,611 3,611 3,61	mber of schools reporting	127	136	137	137	142	181	191	271	X	177
1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1	1, 2, 2, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3,	mber of matrodors: 6. Total in all course Warner	98.1	8.3	1,101	1,166	1,284	1,503	1,096	3,002	3,000	2,563
Courties	1, 516 1	1, 255 1, 256 1	Total	81.0	2,443	2,878	3,018	3,060	. 3,840	4,347	30%	5, 426	6,636
1,775 2,019 2,350 2,350 2,244 2,388 3,466 2,380 2,380 2,384 3,466 3,244 3,384 3,466 3,244 3,24	1,776 2,019 2,380 2,380 2,246 2,389 3,401 3,90	11, 501 1, 120 1	b. In normal course—. Men. Women.	23	1, 118	1,026	1,092	, 890 1,368	1,000	1,373	1,515		11,587
### series executed: ### series executed: ### series = 21,428	### second course 19,884 21,428 21,428 22,574 19,911 25,600 21,732 26,024 111,508 111,	### served bed in the control of the	Total	1,776	2,019	2,380	2,580.	2,248	2,598	30.6	3,901		14,158
1 1 1 1 1 1 1 1 1 1	10,000 160,754 168,854 180,429 173,011 194,143 186,003 1,05,949 111,508 111,508 111,508 12,175 12,478 12,478 12,478 12,478 12,478 12,178	11, 601 1 10, 102 1 10, 103 1 10, 10	mber of students earolled: e. Twtal in all courses— Men.	19,834	21, 128 41, 326	21, 428	24, 374 56, 065	19,911	25,680 68,459	22.78 22.28		86,048	18, 183
11,601 911,602 10,768 12,119 12,478 16,629 16,988 17,713 17,447 17,447 17,713 17,713 1,989 14,138 1,989 14,138 14,13	1,801 1,100 1,10	1,501 91,643 12,119 12,478 12,119 12,478 15,718 17,116 17,116 17,117 17,173 18,000 17	Total	1 60,300	1 66,754	1 68,865	1 80, 429	173,011	194,143	86,003	67.843		120,257
Apperment courses: 1, 600 1, 556 1, 127 1, 600 1, 556 1, 127 1, 459 1, 167 1, 168 1, 169 1, 1	Math 41,665 43,762 44,266 50,706 56,141 71,447 74,753 82,072 94,966 1,800 1,556 1,250 1,127 1,490 2,073 2,194 1,761 2,545 5,256 5,750 6,247 1,269 1,497 12,066 14,516 17,061 3,545 6,841 7,000 7,424 9,424 11,189 14,516 19,890 model echools 20,971 24,880 22,411 20,087 36,772 36,712 36,712	val. 41,665 43,762 44,266 50,706 56,141 71,477 74,753 82,072 94,966 1 mormal contract 1,800 1,250 1,127 1,459 1,692 2,073 2,194 2,818 7,345 5,265 5,760 6,237 7,424 9,437 12,665 14,516 11,091 model schools 20,921 24,880 32,482 28,211 30,002 36,772 36,711	b. In normal course— Men. Wenner	11,801	911,662	10,768	12,119	12,478	16, 628	16,965	17,165		12,408
1 pormal courses: 1,800 1,656 1,125 1,459 1,692 1,167 1,506 1,187 1,693 1,1692 12,066 1,177 1,549 1,189 11,189 14,138	1 mortael courses: 1,800 1,586 1,260 1,127 1,803 9,407 12,088 14,516 17,081 1,7081 1,1081 10,110 10,800 model echools 20,921 24,880 82,482 28,211 ,20,082 57,887 82,223 36,772 39,411	1, 500 1, 525 5, 703 1, 127 1, 439 1, 692 2, 773 2, 194 2, 518 17, 691 1, 692 2, 773 2, 194 2, 518 17, 691 1, 516 17, 691 17, 691 17, 691 17, 691 17, 691 17, 691 17, 691 17, 691 17, 691 17, 691 17, 691 17, 691 17, 691 17, 691 17, 691 17, 691 17,	Total	41,665	43,782	44,286	50,706	56, 141	71,447	74,753	82,072		96,619
81,118 61,111 199 42,7 000,7 14,138	model echoole 7,345 6,841 7,000 7,424 9,424 11,189 14,156 19,890 16,710 19,890 16,710 19,890 16,710 19,890 16,710 19,890 16,710 19,890 16,710 19,890 16,710 19,890 16,710 16,890 16,710 16,890 16,710 16,890 16,710 16,890 16,710 16,890 16,710 16,890 16,710 16,890 1	model echools 20,921 24,880 22,483 28,211 20,082 37,223 36,722 36,712 36,411	adaptice from normal courses:	{	1,556	1,250	1,127	1,459	1,692	•	2,194		
	24,880 32,482 28,311 ,29,062 37,887 32,323 36,772 39,411	24,880 32,422 28,211 30,411 30,411	· 1000	7,345	6,841	7,000	127'	127.6	11,189	14, 158	16.710		
24,880 32,482 28,211 ., 26,062 37,887 33,252			eralment in model schools.	20,921	24,880	22, 482	28,211	. 28,082	37,887	32,252	36,722		
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\$4, 182, 716 \$11, 283, 130	\$15,436,866 \$20,512,706 1,856,644				•			
\$3,757,187 \$9,548,074	813,306,261 817,403,141 1,540,282	-	•	•			<u> </u>	
\$3,371,968 \$8,399,518	\$11,771,446 \$15,273,037 1,466,325	-				. (•	•
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52, 023, 08% 85, 865, 789	\$7,947,817 \$10,436,061 1,207,105	n normal com	•	•	•	`	~ ^	
£3,010,476 £4,110,477	\$7, 150, 953 \$6, 140, 140 1, 036, 701	Engaged half time or more in just recting resident students in normal courses. A number of pupils in model schools are included in these data.	1,		,			. 167
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8008,801 327,987,23	83, 702, 526 84, 221, 762 673, 677	half time or er of pupils number 18,56					,	
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Meesipts for the year; a. From State, cft y, an Joomity for improve— b. From State, cft y, and county for current expenses.	c. Total receipts from State, city, and county. d. Total receipts, all sources. Number of volumes in libraries	-						



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	1899-1900	1901-2	1881	1906-6	1907-8	01-0061	21-1101	1913-14		
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mber of schools reporting: City	2"	8-	8"	3°	24	Z.c	22	ន្តអ	33	23
The state of the s	8	72	8	37	8£ ,	9	\$	19	83	£.
tors: course	* \$2	8,58	88.	104	110	721 718	149	152 678	162	227.
Total	982	040	645	1982	730	845	839	830	913	978
a. In normal courses—	r ž	27.5	318	337	101	101	::3 ::3	, 121 518		1 104
) atot	প্ল	336	379	421	475	5,3	999	639		1 \$29
Number of students enrolled: a. Total in all contrase— Men.	1, 378	3, 961 10, 807	81 8, 100	4, 807	3,032	3, 512	7,601	404 7,210	8,349	8,071
Total	37,565	\$ 14,758	Ľ	\$ 18,854	115, 127	16,940	7,900	7,614	8,783	8,348
b. In normal courses— Man. Wannen	148	88,4	8,049	152	6,488	7, 432	298	300	404 8, 339	7, 989
:	4,892	4,588		7,889	6,907	7,773	7,900	7,358	8,743	8,28
Orndustes from normal courses:	1,046	1,648	1,913	2,086	2,168	2,445	3,060	2,926	3,365	3,276
	1.065	1,710		2, 139,	2,227	2,536	3, 165	3,002	3,476	3, 400
Bernilman fr model schools	10,637	14,855	17, 193	20,060		22,2	7,145	13, 553	14,921	28,300





1800-1000 1901-2 1900-4 1900-6 1900-10 1911-12 1911-14 1911-16 1911-14 1911-16 1911-14 1911-16 1911-14 1911-16 1911-14 1911-	1860 1001 1001 1002	186 186								-		-	
148 149 140 150	1.61 1.15	14 15 110 103 10 10 10 10 10		1800-1900	1901-2	1908-4	1906-6	1907-8	1906-10	21-1161 '	1913-14	1915-16	1917-18
1,618 119 113 657 737 653 654 656 654 655 655 726 655 726 655 726 654 655 655 726 654 655 655 655 726 654 655 65	1,618 110 103 536 536 544 541 443 44	882 778 657 778 657 778 649 649 649 649 649 770 771 778 649 649 649 649 649 649 649 770 771 778 778 778 778 778 778 778 778 778		· on		-	19	. •	t-	•	•	91	=
1,618 1,256 1,413 1,517 1,223 1,029 449 445	1,618 1,326 1,413 1,517 1,228 1,722 1,000 944 968 94	1,618 1,326 1,413 1,517 1,226 1,410 4,52 4,59 4,50 4	Number of selicops reporting.	148	119	100	06	8		9	48	47	25
1,618 1,336 1,413 1,517 1,223 1,020 944 968 945	1,618 1,336 1,413 1,517 1,232 1,030 944 9868 987 988 982 982 983	1,618 1,336 1,418 1,517 1,223 1,122 1,100 944 968 1,123 1,135 1,13	Number of instructors: a. Total in all courses Women	863 857	90.7 82.8	. 726	95 G	596	585	449. 581	451	689	818
25, 619 25, 619 25, 619 147 150 253 415 350 366 386 283 283 410 359 410 359 25, 659 25, 659 11, 135 9, 666 8, 621 6, 688 4, 706 4, 653 7, 103 22, 666 16, 778 18, 729 11, 185 11, 1519 12, 774 8, 621 6, 688 4, 706 4, 653 22, 666 16, 778 19, 789 1, 178 11, 659 11, 179 8, 730 11, 189 2, 777 2, 596 4, 736 7, 736 4, 653 7, 736 <th< td=""><td>25, 639 20, 567 18, 722 17, 135 649 553 554 410 359 7, 756 410 18, 722 11, 135</td><td>25, 639</td><td>- Parker</td><td>1,618</td><td>1,336</td><td>1,413</td><td>1,517</td><td>1,233</td><td>1,223</td><td>000</td><td>F</td><td>898</td><td>3</td></th<>	25, 639 20, 567 18, 722 17, 135 649 553 554 410 359 7, 756 410 18, 722 11, 135	25, 639	- Parker	1,618	1,336	1,413	1,517	1,233	1,223	000	F	898	3
25, 639 20, 657 18, 722 11, 135 9, 646 18, 621 6, 648 1, 724 11, 619 11, 625 12, 734 11, 619 11, 625 11, 735 11, 735 1	25, 659 20, 667 18, 722 17, 135 9,666 18, 724 11, 519 12, 734 11, 759 12, 734 11, 759 12, 734 11, 759 12, 734 11, 759 13, 741 13, 741 13, 741 146, 741 146, 741 14, 742 14, 742 14, 743 14,	28, 653 20, 653 752 753 649 653 581 410 359 22, 653 20, 653 18,722 11,133 9,666 8,621 6,688 4,706 4,658 7,706 4,658 7,706 7,706 7,706 11,677 11,679 11,677 11,679 11,677 11,679	8. In normal courses—	S72 411	505	330	368	282	230	147 203	222		1 16
25, 639 20, 540 16, 720 17, 135 16, 136 18, 621 6, 688 1, 706 1, 158 7, 158 11, 1519	25, 639 20, 669 4, 706 4, 653 2, 653 1, 753 4, 653 2, 653 2, 653 2, 653 2, 653 2, 653 2, 653 2, 653 2, 653 2, 653 2, 653 2, 777 2, 664 1, 753 11, 654	25, 639 20, 587 18,722 11, 115 18, 19, 19, 19, 19, 19, 19, 19, 19, 19, 19	5	88	922	735	649	533	583	410	359		136
12, 208	12,208	12, 208	Number of studints enrolled: C. Total in all courses	88, 52 50, 53 636, 53	20,567	18,722	17, 135	9,656 11,519	8,621 12, 734	6, 688 8, 695	4,23 84.73		28.7
12,208 7,592 5,923 4,111 3,199 2,777 2,596 1,773 2,396 4,083 5,587 4,083 5,587 4,083 5,587 1,109 8,139 1,123 8,119 8,1	12,208 7,502 5,923 4,111 3,199 2,777 2,596 1,773 2,396 1,000 5,587 1,000 1,0	12,208 7,592 5,923 4,111 3,199 2,777 2,596 1,773 2,396 1,000 2,397 1,000 1,0	Wollden	3 48,675	1 40,347	137,941	1 33,909	1 21, 175	121,355	15,383	11,453	ļļ li	SS .
23,304 16,718 13,254 10,342 8,819 9,341 7,331 5,866 7,943 7,943 14,179 863 1,132 550 466 8,537 1,547 1,105 1,147 1,105 1,145 1,105 1,145 1,105 1,145 1	23,304 16,718 13,234 10,342 8,819 9,341 7,331 5,866 7,903 1,170 5471 7,33 500 446 368 147 1,50 1,50 2,349 1,154 6,32 3,468 6,070 6,070 5,671 2,941 2,776 3,418	23,304 16,718 13,254 10,342 8,819 9,341 7,331 5,866 7,903 1,170 547 7,33 500 446 368 147 1,50 1,50 2,349 1,154 5,032 862 1,428 1,705 946 1,159 1,160 3,829 3,831 6,332 3,468 6,070 5,621 2,941 2,778 3,248	b. In normal courses— Men.	12, 208	7, 982 7,862	5,923 7,331	4,111 6,231	3, 199	2, 777	2,596	1.14	2,396 5,567	83,
1,170 841 1,132 850 446 86 846 1,137 868 1,15 1,000 1,16 1,16 1,16 1,16 1,16 1,16 1,1	1,170 551 173 550 446 358 147 150 150 150 150 150 150 150 150 150 150	1,170 541 1,33 550 446 358 147 1,37 808 1,179 843 1,137 808 1,130 843 1,130	Wother	13, 30	16, 718	13,254	:10,342	8,819	9,341	7,331	5,866	7,963	8,
2,349 1,434 1,906 1,433 1,428 1,706 945 946 1,139 8,248 8,070 5,621 2,941 2,726 3,248	2,349 1,434 1,006 1,428 1,705 946 1,159 3,820 3,521 6,372 3,488 6,079 5,521 2,941 2,778 3,248	2,349 1,454 1,906 1,428 1,705 945 1,159 3,821 5,322 3,468 6,079 5,631 2,941 2,776 3,248	Graduates from normal courses: Men	1,170	53	L S	05.82 05.83	466 962	368		153	1,003	± 14,
8,829 3,521 6,332 3,468 5,079 5,631 2,941 2,726 3,248	3,889 3,521 6,332 3,468 5,070 5,621 2,941 2,726 3,248	2,889 3,521 6,332 3,468 5,070 5,621 2,941 2,726 3,248	Women	0 370	1.53	1.905	1, 433	1,428	1,705	955	946		1.4
			Total	3,880	3, 521	5, 33:2	3,468	9	5.621	2,941	2,726		
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4. From State, city, and county for improvements.	876				\$1,000		\$19, 151	\$2,080		\$2,080
Total Control of the	\$46,880	\$54,817	846,063	\$29,62	\$31,560	248 , 854	824, 580	\$54,800	\$18,439	\$17,962
Total receipts from State, city, and county	\$46, 965	\$54,817	846,083	\$29,624	\$72,580	\$48,854	\$43 , 731	356,890	\$18,439	\$17,962
d. Total receipts, all sources.	\$1,010,152	\$1, 147, 339	\$1,246,245		\$1,270,219 \$2,238,821	\$2,932,261	\$1,404,738	\$1,507.646	\$1,882,895	\$1,947,622
Number of volumes in ilbraries	194,550		240,127	220,284	185,638	217, 493	155,920	44,770	163,482	153, 872
¹ Engaged half time or more in instructing resident students in normal courses.	resident stac	dents in nor	nal courses.	Υ.	number of p	om al slique	lel schools ar	A number of pupils in model schools are included in these data.	these data.	
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8 .	19161918	=	57	BURVEY OF EDUCATION, 1916-1918.	7 1 17 1
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Table 5.—Review of the number of normal schools reporting, 1900-1918 State. City and county.	1974	5.	2	- 0 -0	
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NUMBER OF SCHOOLS REPORTING.

The number of normal schools reporting since 1900 is shown in Tables 1-5 and in figure 1. One fact to be noted is the steady

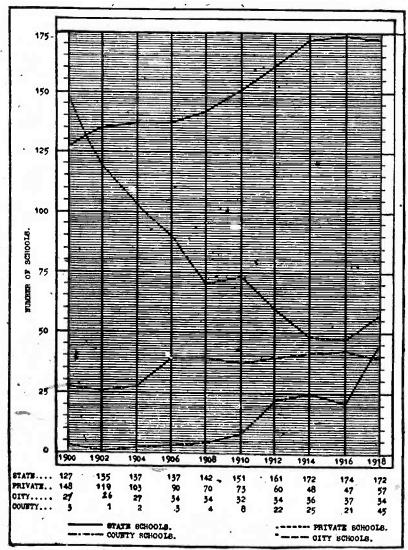


Fig. 1.-Number of normal schools reporting, 1900-1918.

increase in the number of State normal schools. This is the case despite the fact that several States have abandoned their State normal schools as separate institutions and that a number of State.



normal schools have become State teachers' colleges, and consequently are now reported under "Universities, Colleges, and Professional Schools." The institutions located at the following places were transferred to the latter list at the respective dates: Ceder Falls, Iowa, 1911; Greeley, Colo., 1912; Albany, N. Y., 1913.

In several States normal schools are organized as part of a State college or university. The statistics of such State normal schools are included in the data of these higher institutions since they have become so organized. The following States, with the respective numbers of institutions, are cases in point: Florida 1, Nevada 1, Ohio 2, Utah 1, Wyoming 1. The two universities in Ohio which do this work were included in the data cited herein for the years 1908, 1910, and 1912.

The State Normal and Industrial College for Colored Persons at Tallahassee, Fla., was included in the reports on normal schools until 1911 and at the same time under the "Agricultural and Mechanical Colleges." A similar statement applies to the Georgia State Industrial College for Colored Persons, Savannah, Ga., until 1907.

There has also been an increase in the number of city normal schools. In 1918 there were 26 per cent more reports than in 1900. The corresponding increase in the number of State normal schools is 35 per cent.

Nearly all of the county normal schools have been established since 1900. Those in Wisconsin were established under a law enacted in 1899. Twenty-five reported from Wisconsin in 1918. Those of Ohio are of more recent date and reported for the first time in 1918. Twenty-one of the latter are included in the data of Tables 1-5 and in figure 1.

Another observation to be made is the decrease in the number of private normal schools. Table 5 shows this decrease to have occurred in most of the States having such schools. The increase in 1918 is partly due to including 25 kindergarten training schools in 1918, while in 1916 only 14 reported. The decrease in private normal schools is probably largely accounted for by two causes, first, increased cost of conducting schools; and, second, the increased public provision for higher education and for this type of training.

The 57 private normal schools reporting in 1918 are classified as follows:

77. 1	
Kindergarten training schools	25
General normal schools and colleges.	10
Desired and Colleges	10
Normal schools of physical education	R
Industrial and technical normal schools.	
and section and technical normal schools	- 5



The data for 1918 include 24 normal schools for colored persons distributed as follows (see Tables 32-39):

State normal schools.	15
City normal schools	2
Private normal schools	7

From Table 5 one may gain a fair knowledge of the change in the number of the various kinds of normal schools in the different States. Of course a number of schools fail to make reports at times, but, in general, the data given indicate the increase or the decrease.

LENGTH OF SESSIONS.

Table 6.—Distribution of normal schools according to the number of weeks of school in the year, 1917-18.

	No	ım ber	ofscho	ols.	N	Nu	mber (of school	ols.
Number of weeks in school year.	State.	Gity.	Coun-	Pri- vate.	Number of weeks in school year.	State.	City	Coun- ty.	Pri-
30	. 11	6 1 6	19	2 5 1 7 3 17	42 43 44 45 45 46 47 49 50	44 4 16 6 22 3 21	1 2	2 1 2	
39 40	19	18	19	3 6 1	Total number of re-	171	34	45	,

1 Including summer session of 1917.

The length of time which the normal schools were in session during the year 1917-18 is shown in Table 6. For State normal schools the most common number of weeks is 42. This usually includes a summer session of 6 weeks. The most common length of session for city normal schools is 40 weeks, for county normal schools 40 weeks, and for private normal schools 36 weeks.

NUMBER OF INSTRUCTORS.

The number of instructors in normal schools since 1900 has steadily increased, as is shown in Table 1. This increase, as is quite evident from figure 2, has been in public normal schools. In 1918 there were more than twice as many instructors reported in State normal schools as in 1900. In the same time the number in city and county normal schools increased approximately 78 per cent, while the number in private normal schools decreased appreximately 41 per cent.

From figure 3 it is observed that the average size of faculty in State normal schools has increased regularly and rapidly. This indicates that those institutions are becoming larger and are doing more



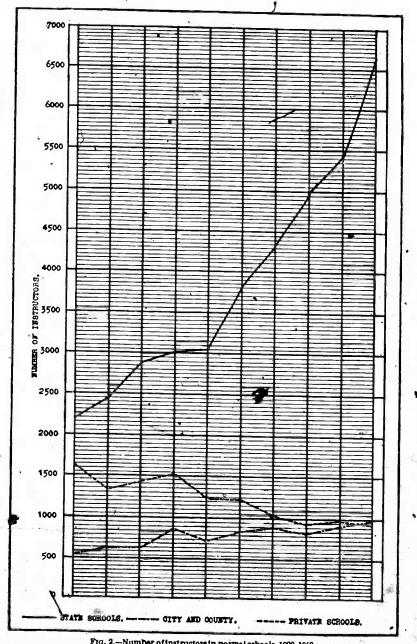


Fig. 2.—Number of instructors in normal schools, 1900-1918.



work. The data seem to indicate that the faculties of city and county normal schools are becoming smaller. This is due largely to the increase in the number of county normal schools, most of which have small-faculties, as will be noted later.

The average size of faculty in private normal schools is increasing. Since it was noted above (see fig. 1 and Table 5) that the number of

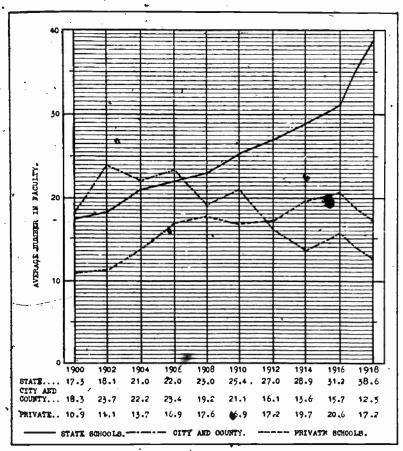


Fig. 3. -- Average size of faculties in normal schools 1900-1915.

these institutions is decreasing, it is obvious that the smaller schools are going out of existence, while the larger ones are surviving. The decrease in the size of faculty in 1918 is partly due to including more kindergarten training schools, which generally have small faculties. With those climinated in 1918 which were not included in 1916 (13 schools, with a total of 96 instructors) the average size of faculty in private normal schools was 20.3 in 1918.



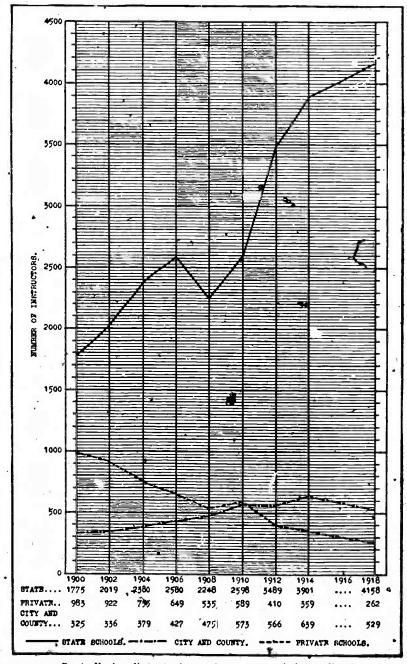


Fig. 4.—Number of instructors in normal courses in normal schools, 1900-1918.



The number of instructors in normal courses in State normal schools shows an increase since 1900 (see fig. 4). So does also the number in city and county normal schools, except from 1916 to 1918. The number in private normal schools shows a general rapid decrease.

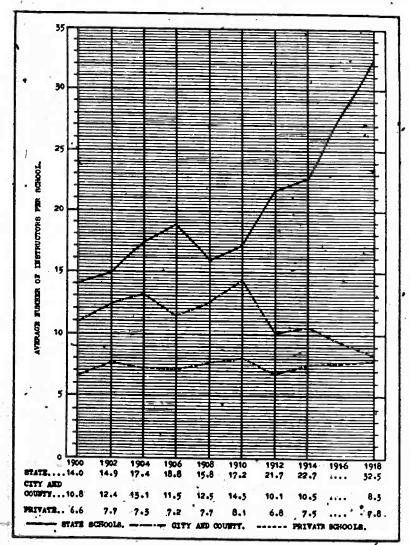


Fig. 5.—Average number of instructors per school in normal courses, 1900-1918.

Figure 5 is of interest as showing the relative average number of instructors per school in normal courses in the different kinds of institutions. The average is highest in the State schools and lowest in private schools. With the 13/kindergarten training schools, as



above mentioned, eliminated in 1918, the average number in private schools for that year is 9.8. The decrease in the city and county schools since 1910 is probably due to the increase in the number of county normal schools, which have small faculties.

The total number of instructors and the number in normal courses are compared in figure 6.1 There is not much regular change in the

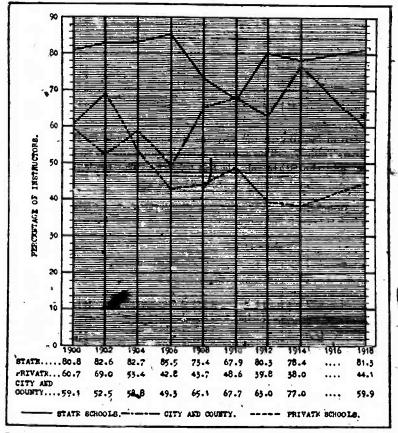


Fig. 6.—Percentage of instructors in normal schools who were teachers of students in normal courses, 1900-1918.

percentage of State normal school faculties which are giving normal courses. In city and county normal schools the percentage increased from 1900 to 1914. In private normal schools the percentage decreased, thus indicating that those which survived tend to devote more energy to instruction in other than normal courses.



In these ratios for 1918 only those schools are used which reported both sets of data.

Table 7.—Distribution of normal schools according to the total number of instructors, including the presidents and principals, 1917-18.

•	. 1N:	imber	of sch	ols.		Nu	mber	of scho	ols.
Number of instructors.	State.	City.	Coun- ty.	Pri- vate.	Number of instructors.	State.	City.	Coun-	Pri-
1		1 1 1 8 1 7 5 3 6 1 5	1 5 15 12 5 38 6	1 1 1 4 6 16 9 8 8 8 3 1 2	46-50 51-55 50-60 61-65 60-70 71-75 76-80 81-85 86-90 91-96 96-100 More than 100 Total number of reports	5 3 1 3 2	1		

The size of faculty in the various normal schools in 1918 may be noted from Table 7. The county schools generally have the smallest faculties, and the State schools the largest. The typical size of the State normal school faculty is from 21 to 40.

Table 8.—Distribution of normal schools according to the number of instructors engaged half time or more in instructing resident students in normal courses, 1917-18.

	N	amber	of scho	ols.		Nu	mber	of scho	ols.
Number of instructors.	State.	City.	Coun- ty.	Pri- vate.	Number of instructors,	State.	City.	Coun-	Pri-
1	1 1 2 1.	1 8 1 2 2	16 4 10. 4	4 4 6	25-30 31-35 36-40 41-45 46-50	10 13 11	` 2		
1- 5. 6-10. 11-15. 16-30. 21-25.	5 12 13 12 19	9 2 3 5	35 2	19 9 5 2	51-55 56-60 More than 60 Total number of reports	5 18	27	37	3

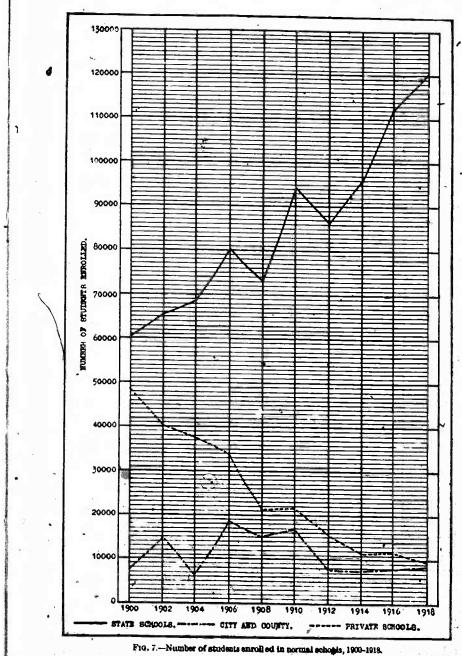
1 64, 66, 70, 74, 87, 90, 94, and 108.

Table 8 is similar to Table 7 in its make-up. The summer school faculty is included in the total for the year, which tends to increase the size of the faculty represented in this table over the average number in the faculty during the regular year (for the size of summer school faculty see Table 30).

NUMBER OF STUDENTS ENROLLED.

Since 1912 there has been an increase in the total enrollment (see Table 1, item 3 a). Figure 7 shows that the increase was largely in State normal schools. The total enrollment in private normal schools shows a decided falling off.







A more reliable set of data than the total enrollment for the period 1900-1918 is the enrollment in normal courses (see fig. 8). The curves of figure 8 are fairly regular. Again, it may be observed that the number in State normal schools increased rapidly, the number in

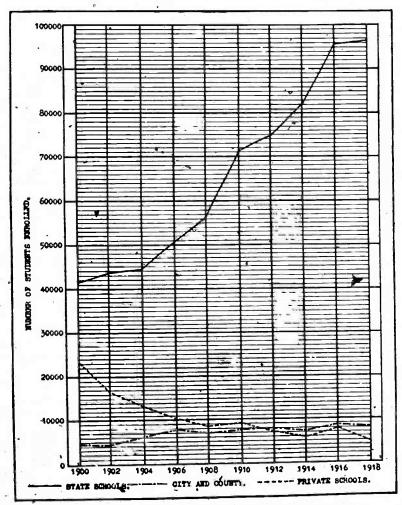


Fig. 8.—Number of students enrolled in normal courses in normal schools, 1900-1918.

city and county normal schools almost as rapidly, while those in private normal schools decreased. From this figure the relative numbers in each type of school may be easily noted. The State normal schools are by far the most important in the training of teachers, and their relative importance has been rapidly increasing.



Table 9.—Comparisons on enrollment in normal schools, 1900-1918. (For data see Tables 2-4.)

	1900	1902	1904	1906	1908	1910	1912	1914	1916	11918
1	2	8	4		6	7	8	9	10	11
Average number of students enrolled per school: State. City and county. Private	250 332	487 547 339	502 217 368	587 610 377	514 207 311	623 424 298	534 141 257	553 125 239	646 137 253	699 106 177
Average number of students per echool enrolled in normal courses: State. City and county. Private.	328 153	36% 170 140	326 211 129	870 213 115	395 182 126	473 194 128	464 141 122	477 121 122	551 151 169	582 104 93
Average number of students fer instruc- tor: State City and county Private.	13.7	23.1 30.2	23.7 9.7 26.8	26.7 21.7 22.4	23. 9 20. 7 17. 1	24.5 20.0 17.3	19. 8 8. 8 14. 9	19.3 9.2 12.1	20.7 8.7 12.2	18.0 8.5 10.1
Average number of students in normal courses per instructor in normal courses: State. City and county Private.	14.1	21.7 13.8 18.1		19.7 18.5 15.9	25. 0 14. 5 16. 5	27. 5 13. 6 15. 8	21. 4 14. 0 17. 9	21.0 11.5 16.3		17.4 14.7 18.8
Percentage of all students who were in normal courses: State	60.7	66.6 31.1 41.4	64.4 97.3 34.9	63.1 41.8 30.5		76.0 45.8 43.8	86; 9 100, 0 47, 6	95. 4 96. 6 51. 1	85. 1 99. 5 67. 3	83. 0 99. 0 56. 4

¹ In computing the data for this year only those schools were used which reported both sets of data which were being compared.

A number of comparisons are made in Table 9 between the number of schools, the number of instructors, and the number of students enrolled. Marked changes occur with regularity in only a few cases. Item 5 of this table seems to indicate that from 1906 to 1916 private normal schools devoted an increasing amount of attention to training teachers. This tendency seems different from that noted above in figures 3, 5, and 6.

Table 10.—Distribution of normal schools according to the total engalment of resident students, 1917-18.

•	Nı	ım ber	of scho	ols.	[Nu	ım ber	of scho	ols.
Number enrolled.	State.	City.	Coun- ty.	Pri- vate.	Number enrolled.	State.	City.	Coun-	Pri-
1- 25. 26- 50. 51- 75. 76-100.		7 3 3 5	21 8 9 6	11 7 5 6	901-1,000 1,001-1,100 1,101-1,200 1,201-1,300	4			
1-100	16 19 17 21	18 6 5 1	1	29 13 4 2 2	1,301-1,400 1,401-1,500 1,501-1,600 1,601-1,700 1,701-1,800 More than 1,800	1 2	•••••		
01-700 01-800 01-900	14	i		1	Total number of reports	172	я	45	. 5

1 1.803 2.050, 2.094, 2.144, 2.490, 2.598, 2.700, 2.840, and 2.846



The status of enrollment in 1918 is shown in Tables 10, 11, 12, 32, 36, and 38. The total enrollment for the year includes the enrollment in the summer session of 1917. This means that some schools, especially those with large summer schools, are likely to have a much larger total enrollment than they would have had if the data only for the regular year, not including the summer, had been used. Similar remarks apply to the data of Tables 11 and 12.

Table 11.—Distribution of formal schools according to the number of resident students enrolled in normal courses, 1917-18.

	Nt	ım ber	of scho	ols.	` .	Nu	m ber	of scho	ola.
Number of students.	State.	City.	Coun- ty.	Pri- vate.	Number of students.	State.	City.	Coun-	Pri- vate.
1- 25	6	6 3 3 5	22 6 10 5	22 8 5 2	701- 800	13 7	. 1		1.15.
1-100	15 18 27	17 6 5	43	37 11 2	1,101-1,200 1,201-1,300 1,301-1,400 1,401-1,500	1 4	. 1		
301-400 401-500 501-600 601-700	21 11	1 1		3	More than 1,500	166	33	44	5

1,563, 1,566, 1,777, 2,017, 2,050, 2,280, 2,526, 2,700, 2,846

Table 12.—Distribution of normal schools according to the number of resident students enrolled in other than normal courses, 1917-18.

Number of students.		ber of lools.	Number of students.	Number of schools.		
t way	State.	Private.		State.	Private.	
1-100	. 22	10 2 1	601-700 701-800 More than 800	1 3 12	* 2	
301-400 461-500 501-600	: 7	2	Total number of reports	81	17	

1 1,036 and 1,755.

11,041 and 1,042.

Table 13.—Distribution of normal schools according to the number of attendance or enrollment weeks, in resident normal courses, 1917-18.

City.	Cou ty	n-Private.
	—I-—	
		-;

1		
07	وارم	11 47
31	" "	12
7	7 1	8 2
	2	27 3 7 1

I is a number of cases where attendance weeks were not reported the enrollment weeks were computed using the number of weeks per term or semester by the number of students enrolled during the large or semester.



A better means of comparing the amount of service which the schools render is the number of attendance wee's. Table 13 gives these for resident students in normal courses. For a number of schools not reporting this item the enrollment weeks were computed and the results included in Table 13. The number thus computed is somewhat higher than the actual number of enrollment weeks, the difference being greater in the cases of the longer terms. This number is also higher than the number of attendance weeks, but it is nevertheless a rough approximate means of comparison and is more nearly correct than the enrollment.

Table 14.—Distribution of normal schools according to the number of nonresident students enrolled in extension and correspondence courses, 1917-18.

Number of students.		umbe school		Number of students.	Number of schools.			
	State.	City.	Pri-	TOTAL OF STREET,	State.	City.	Pri-	
1 - 50. 51-100. 101-150. 151-200. 201-250.		1 1	3 1 1 1	251-200	46	71	6	

1 401, 460, 611, 635, 647, and 652.

735.

Extension and correspondence courses were important phases of activity in a number of schools in 1918. Some knowledge of the situation may be obtained from Tables 14, 32, 36, and 38. The number of State normal schools reporting on these courses is as follows:

Correspondence courses only	25
Extension courses only	٠17
Correspondence and extension courses	15
Total number reporting	53

Three city normal schools reported extension courses, as did also five private normal schools. One private normal school gave correspondence courses.

GRADUATES FROM NORMAL COURSES.

Table 1 shows that the number of graduates from normal courses in normal schools increased with fair regularity from 1902 to 1916. Figure 9 indicates that this increase has been in public normal schools and chiefly in the State institutions. It also shows the relative importance of the three types of institutions in the training of teachers as measured by the number of graduates from normal courses.

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Whether the number of graduates is keeping pace with the demand can not be ascertained since the number of new teachers entering the profession annually is not known.

To determine the relative numbers of men and women who graduated from normal courses in normal schools, index numbers were computed (see fig. 10). The index numbers of the number of men graduates were found by dividing the number for each year considered (see Table 1) by the average number for the years 1900-1918.

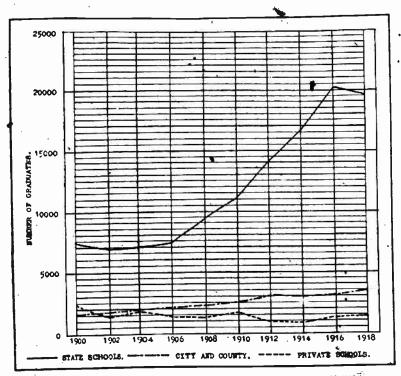


Fig. 9.—Number of graduates from normal courses in normal schools, 1900-1918.

In the same way the index numbers were computed for the number of women graduates.

The relative increase or decrease in the number of graduates is shown by the steepness of the slope of the curves between the dates considered. Thus, for example, from 1906 to 1908 both curves have practically the same slope, thus indicating that the increase in the number of men graduates and in the number of women graduates was relatively about the same. From 1908 to 1910 the number of women graduates increased relatively much more than did the number of men graduates. In general the number of women increased



more rapidly relatively than did the number of men. The number of men decreased rapidly from 1900 to 1906, then increased until 1916. The falling off from 1916 to 1918 was likely due to the war.

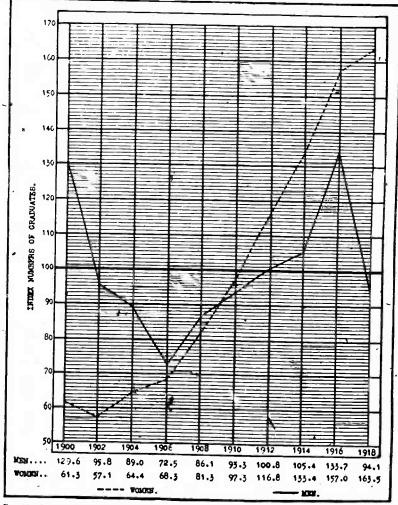


Fig. 10.—Index numbers of the number of men and women graduates in all normal schools, 1900-1918.

The number of women shows a fairly regular increase from 1902 to 1916. The variation in the curve from 1916 to 1918 was also probably due to the war.



TABLE 15.—Distribution of normal schools according to the number of hours of practice teaching which each student receives in the normal courses, 1917-18.

	Number of schools.						Number of schools.				
Number of hours.	State.1	City.	Coun-	Pri- vate.	Total.	Number of hours.	State.	City.	Coun-	Pri- vate.	Total
1- 49 50- 99	10 23	1	17	 3 10	31 60	550-599 600-649	6	3		i	
100-149	34 39	1	3	10 2	49 42	650-699 700-749 750-799	2	≱	· · · · · · · · · · · · · · · · · · ·	1 1	:
90-249 250-299 100-349	13 6 5	2	ز <u>ن</u>	1	7 8	800 or over Median hours		462	54	180	1
380- 399 1 0 0-449	6	1 2		4 2	. 11	Total num- ber of re-		·	·		
450-499 500-549	3	3 7			13	ports		32	43	48	2

¹ The five most common numbers are the following: 180 hours, 24 schools: 120, 16; 200, 8; 600, 6; 60, 6.

PRACTICE TEACHING AND FACILITIES FOR IT.

The amount of practice teaching and the facilities for it are important items in normal schools.

From Table 15 it is clear that there is considerable variation in the importance attached to it. Thirty-one schools require fewer than 50 hours per student completing the normal course, while in 7 schools each student received at least 800 hours. Much emphasis is placed on practice teaching in a relatively large proportion of city normal schools. The large numbers of hours in private schools generally occur in kindergarten training schools. In State normal schools the variation is not so marked. The county schools give less attention to it than do the others. It is to be noted, however, that the normal courses in the county schools of Ohio and Michigan are only one year in length.

Table 16.- Distribution of normal schools according to the number of pupils enrolled in model and practice schools, 1917-18.

Number of pupils enrolled.	Numbe	r of scho	ols.	Number of pupils enrolled.	Number of schools.			
	State. City	Coun-	Pri- vate.		State.	City.	Coun-	Pri-
1- 50. 11-100. 11-150. 11-250. 11-250. 11-300. 11-300. 11-400. 11-450.	8	1 1 2	ļ <u>.</u>	551-600. 601-680. 651-700. 701-730. 751-800. 801-850. More than 850. Total number of reports.		1 1 1 3 6 7	17	

The practice teaching facilities are measured largely by the enrollments in model and practice schools. Here again there is much



variation, as is shown in Table 16. As is to be expected the city normal schools have large model and practice school enrollments, due to the fact that the whole city system is available for it. County normal schools generally have small model and practice schools.

LIBRARIES.

The number of volumes in libraries of normal schools rapidly increased from 1900 to 1918 (see Table 1). In Tables 2-4 this increase is seen to have occurred chiefly in the State normal schools. The number in city and county schools also increased, but the number in private schools decreased.

The average size of libraries in the State schools was more than doubled from 1900 to 1918 (see fig. 11). That of private schools also increased.

Table 17.—Distribution of normal schools according to the number of bound rolumes in libraries, 1917-18.

	Ni	umber of scho	ools,		Nu	umber	of scho	ols.
Number of volumes.	State.	City. Coun-	Pri- vate.	Number of volumes.	State.	City.	Coun-	Pri-
*500 501-1,000 1-1,000 1,001-2,000 2,000-3,000 3,001-4,000	6 5 11 9 12 12	5. 18 12 12 77 30 10 1	14 8 ===================================	12,001-13,000 13,001-14,000 14,001-15,000 15,001-16,000 More than 16,000.	10	:		
4,000-5,000 5,001-6,000 6,001-7,000 7,001-8,000 8,001-9,000 9,001-10,000 10,001-11,000	11 7 15 9 11 5		1 3 2 1	(a) 16;001-20,000 (b) 20,001-24,000 (c) 24,001-28,000 (d) More than 28,000 Total number of reports.	10 8 7 16	28	42	1 1

1 30,000; 43,831; 45,390; 57,412; 76,623; and 90,000.

2 40,187.

The data on the number of volumes in the libraries of normal schools for 1918 are exhibited in Table 17. This makes clear the great variation in the size of libraries. A number of the State institutions are very well provided, 32 having more than 16,000 volumes each. A number of them, however, are inadequately provided. The libraries of county normal schools are generally small.

VALUE OF PROPERTY.

The total property valuation of normal schools may be noted in Tables 33, 36, and 39. The variation in this item is shown in Table 18. From this it appears that a number of the institutions are well-to-do in this respect. The valuation of more than half of the schools falls between \$200,000 and \$550,000.



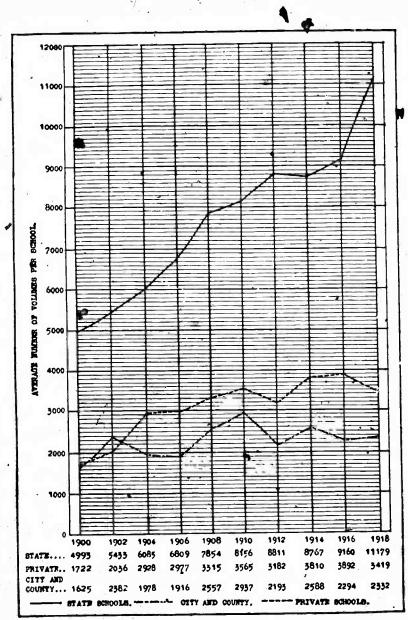


Fig. 11.—Average number of volumes per school in the libraries of normal schools, 1900–1918.



TABLE 18.—Distribution of normal schools according to the total value of property, including endowment, 1.17-18.

Value of	Nt i——	unber	of scho	ools.	•	Tu	mber o	of school	ols.
Value of property.	State.	City,	Coun-	l'ri- vate.	Value of property,	State.	City.	Coun-	Pri-
\$0-\$9,990 10,000-19,999 20,000-29,999 40,000-39,999 40,000-49,999 49,999 49,999 149,999	7 7 10 9 22 10	9 4 1 1 4 2	24 1 2 4 3		\$450,000-\$499,999 500,000-549,999 550,000-649,999 650,000-649,999 700,000-749,999 750,000-799,999 800,000-872,999 850,000-999,999 900,000-949,000 950,000-999,999 More than 1,000,000 .	9 11 4 2 6 7 1 4 0	1		7
60,000-449,999	13				* Peports	168	2.5	34	4

^{11,013,440; 1,084,043; 1,087,531; 1,143,857; 1,160,000; 1,315,000.}

INCOME OF NORMAL SCHOOLS.

The receipts of normal schools have increased very rapidly since 1900. (See Tables 1-4 and fig. 12,) The data show that this increase has occurred very largely in the State schools.

From figure 13 it is evident that the State normal schools in more recent years are securing a smaller perceptage of their income from public appropriations than was the case from 1900 to 1908. This means that more is being received from such sources as fees, gifts, productive funds, etc.

TABLE 19.—Average receipts of normal schools per school, 1900-1918.

			·						_	
Sources,	1900	1902	1904	1906	1908	1910	1912	1914	1916	1918
State City and county Private	\$30,721 29,077 9,807	\$33,506 39,219 14,165		\$47, 421 33, 248 18, 146		\$70,041 62,853 49,699	\$71,424 17,086 31,926	. 4 (1.8)	\$102,004 19,731 56,340	\$118,545 1 18,670 46,372

Expenditures.

The average income of normal schools shows a rapid increase in the State and in the private schools. (See fig. 14.) The drop in the curve for private schools in 1912 was due partly to the fact that several large schools were included in 1910 but not in 1912. The decrease shown in the city and county schools occurred largely because fewer large schools and more small schools reported their income in later years.

The derivation of the income of State normal schools in 1917-18 is set forth in figure 15. These percentages were obtained by comparing the total receipts, less the income from public funds for



^{1,292,085.}

^{* 3,765,022; 3,812,203.}

increase of plant, with the amount received from public funds for current expenses. In Wisconsin the income from fees, etc., is turned over to the State. The State appropriations, therefore, in Wisconsin cover all receipts for State normal schools. In computing these percentages the State plan was not followed. The

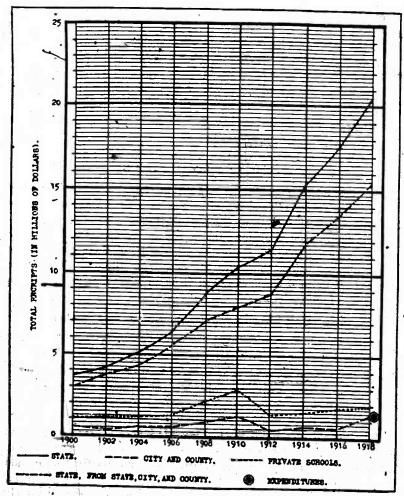


Fig. 12.—Total receipts of normal schools, 1900-1918.

receipts from the various sources were considered as in other States for the reason that the State in reality appropriated so much less from public funds, since such receipts really contribute to the State appropriations. A similar remark may be made in the case of several other States. (See Table 34 and footnotes.) It is obvious



from figure 15 that there is much variation in the policies of the different States in the support of their State normal schools. In California almost all of the income for current expenses was received from public funds, while in Pennsylvania only 20 per cent was so obtained. In the latter State a number of the schools are yet semi-private.

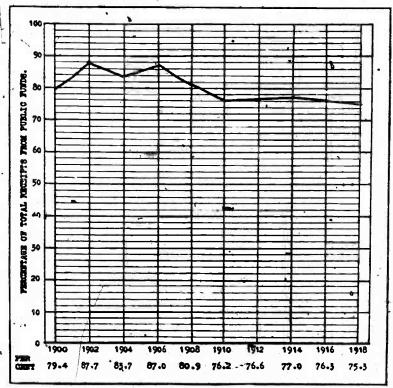
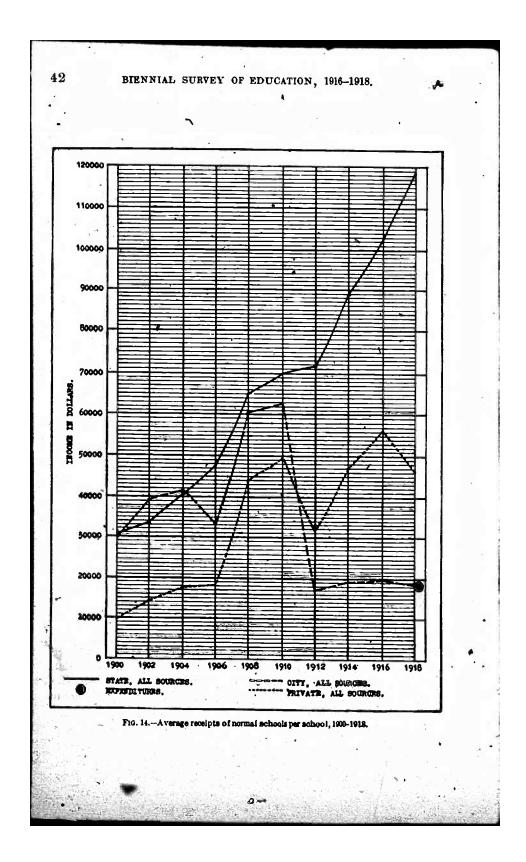


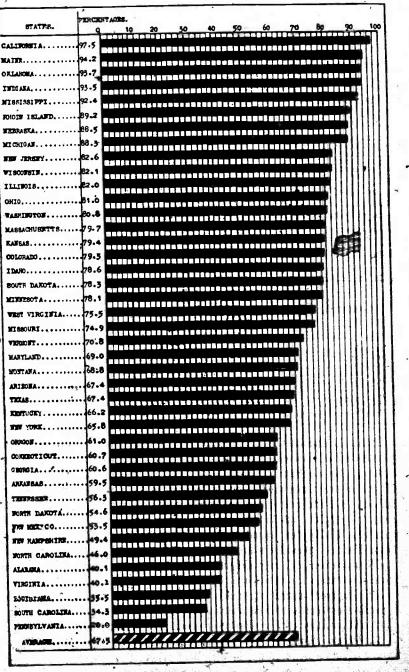
Fig. 13.—Percentage of total receipts for State normal schools which was appropriated from public funds, 1906-1918.

EXPENDITURES.

The variation in total expenditures of normal schools in 1917-18 is set forth in Table 20. One State school spent less than \$7,500, while 54 spent more than \$100,000. The county schools are the smallest as measured by expenditures. Only two private schools expended more than \$60,000.







F10. 15.—Percentages of total current expenses of State normal schools which were appropriated from public funds, 1900-1918.



Table 20.—Distribution of normal schools according to the total current expenditures, 1917-18.

		₩.	:mpa	of scho	ols.		Nu	ımber	of scho	ols.
	Expenditures	State.	City.	Coun- ty.	Pri- vate.	Expenditures.	State.	City.	Coun-	Pri/r- vate.
	\$0- \$2, 499 2,500- 4,999 5,000- 7,499 7,500- 9,999.4	····i	1 3	21 9 9 6	4 6 5 2	\$80,000-\$80,990 90,090-99,999 100,000-109,999 110,000-119,999	13 8 14	i		
. ;	0- 9,999 10,000- 19,999 20,000- 29,999 80,000- 89,999 40,000- 49,999	10 9	8 5 5	2	17 12 8 2	120,000-129,999 130,000-139,999 140,000-149,999 150,000-159,999 More than \$160,000.	8 2 3	1 1		12
	50, 300- 59, 999 60, 000- 69, 999 70, 000- 79, 999	15	i		3	Total number of reports	168	24	47	45

^{1161,440; 165,645; 174,644; 179,746; 191,7%; 198,202; 199,212; 207,075; 226,407; 240,391; 252,600; 253,564; 272,759; 313,167.}

Table 21.—Distribution of normal schools according to the annual salaries of the presidents and principals, 1917-18.

•	N	mber	of scho	ools.	•	N	ımber	of scho	ols.
Annual salaries.	State.	City.	Coun-	Pri-	Annual salaries.	State.	City.	Coun-	Pri
\$1- \$469 . \$00- 909 . \$00-1,409 . \$00-1,909 . \$00-2,409 . \$00-2,409 . \$00-3,409 .	4 4 15 10	1 2 4 6 6	8 12 8 10 3	4 8 13 4 ² 2 1	94, 500-84, 999 5, 000- 5, 499 5, 500- 5, 999 6, 000- 6, 499 6, 500- 6, 999 7, 000- 7, 499	21 4 3			
,500-3,999 ,000-4,499	. 34	1			Total number of reports	106	30	41	

Table 21 slows the distribution of the salaries of principals and presidents of normal schools. Here, too, considerable differences obtain. No county normal school principal received \$3,000. Most of the county normal school directors in Ohio received \$950 and \$1,000. Of the State normal school principals and presidents, 133 received \$5,000 or more. Eleven city normal school principals received \$3,000 or more. The corresponding figure for private normal school presidents and principals was four.

* Classification of expenditures.—In the tables which follow the items are made up as follows:

(1) Business administration includes salaries of boards, their traveling expenses, and similar items.

(2) The salary of the principal needs no explanation.

(3) Other expenses of educational administration include the salary of office assistants (clerical) and other office expenses. (Items 1, 2, and 3 constitute the cost of administration.)

- (4) Salaries of deans and teachers need no explanation.
- (5) Textbooks, supplies, etc., include such supplies as are used in instruction. (Items 4 and 5 constitute the cost of instruction.)
- (6) Operation of school plant includes wages of janitors, engineers, etc., and wages paid persons connected with demonstration farms and with dormitories; cost of fuel, water, and light; janitors' supplies; and similar expenses of operation.
- (7) Maintenance of school plant includes repair of buildings and upkeep of grounds, repair and replacement of equipment, and similar items.
- (8) Auxiliary agencies include salaries of librarians (sometimes reported under salaries of instructors), books and library supplies, athletics and promotion of health, lunches, lecture courses, printing, etc.
- (9) Fixed charges include rent, insurance, contributions, and contingencies. (Items 8 and 3 constitute the expenses for miscellaneous items.)

Detailed expenditures of 58 State normal schools.—For a detail study of expenditures of State normal schools, 58 schools were selected. Those chosen reported the total number of attendance weeks and distribution of their expenditures. Several other schools reported these data, but due to the nature of the method used only a limited number could be included. The list is thought to be a fair sample. It contains schools from 27 of the 42 States which have State normal schools. From Table 22 it appears that they fairly represent the situation with regard to the number of attendance weeks, since the. schools included therein have from 1,558, in the smallest, to 39,116 in the largest school. The greatest possible variation on this score, as indicated in Table 13, is limited to a little over 40,000 attendance weeks in the largest school. The schools selected are also representative with regard to the total current expenses, since the total current expenses vary from \$12,576, in the school having the lowest amount, to \$199,212 in the school having the largest amount, as shown in Table 26. The highest corresponding expenditure incurred by any State normal school is \$313,167, as shown in Table 20. The general tendencies in the distribution of expenditures can be noted from a study of the practice in these schools. Any other school can easily be compared with these data if the number of attendance weeks and the distribution of expenditures are known.



TABLE 22.—Fifty-eight State normal schools arranged in order of magnitude according to the number of attendance weeks, 1917-18.

_	*Location of institution.	Number of at- tendance weeks	resident		Location of institution.	Number of at- tendance weeks.	Non- resident stu- dents.
1	9 '	3	4	1	2	.5	4
1	Los Angeles, Calif	39, 116	611	30	Providence, R. I	11,090	180
2	Normal, III	33, 421	310	31	Lock Haven, l'a	10, 994	
3	Warrensburg, Mo	32, 196	460	32	Edinborn, Pa	10 620	
4	Warrensburg, Mo Prairie Vlew, Tex. 1	28,344		33	Fredericksburg, Va Ellensburg, Wash. Platteville, Wis	10, 222	
5	Kent Ohio	24 044	88	34	Ellensburg, Wash,	10.088	11
6	Carbondale, Ill. Springfield, Mo. Pittsburg, Kans. Aberdeen, S. Dak.	26,647		35	Platteville, Wis	9,896	
7	Springfield, Mo	26, 250		36	Richmond, Kv	9.613	. •
8	Pittsburg, Kans	26, 192,	112	37	Bowling Green, Ohio	8,766	63
9	Aberdeen, S. Dak	25,963	401	38	Favetteville, N. C.	8,478	
0	Bad Marcos, Tex	24.253		39	Richmond, Ky Bowling Green, Ohio. Fayetteville, N. C. Oswego, N. Y Minot, N. Dak	-8.463	
1	Farmville, Va	22,489		40	Minot, N. Dak	8.164	4
2	Cape Girardesu, Mo	20, 287	'91	41	LOWell, Mass	7. WI 4	
3	Kearnev. Nebr	18,905		42	Eliendale, N. Dak	7,570	
4	St. Cloud. Minn	18,888		43	Chadron Nahr	7 481	
5	Stevens Point, Wis	18,741	37	44	Springfield, S. Dak	7, 286	
6	Cheney, Wash	18, 274	332	45	Springfield, S. Dak	7, 253	3
7	Shippensburg, Pa	17,854	5	46	Freeno Calif	ี วัวกกไ	
8	La Crosse, Wis	17,760		47	Duluth, Minn	6,960	
9	Cheney, Wash. Shippensburg, Pa. La Crosse, Wis. Oneonta, N. Y.	17,664		48	Duluth, Minn	6, 805	
0	Buffalo, N. Y. Durant, Okia Kutstown, Pa	17,577		49	Worcester, Mass	6,560	
1	Durant, Okia	16,814		50	Bhepherdstown, W. Va	6.560	
2	Kutstown, Ps	15,909		51	Lewiston, Idaho	6,389	_ 1
3	Supperv Rock, Pa	15,243	.	52	Keene, N. H	6.370	
4	Pine Ring Ark !	14 456			Commerce, Tex	6, 249	
5	Whitewater, Wis	14,116		54	Westfield, Mass	6,091	
6	Whitewater, Wis. Millersville, Pa. Livingston, Ala	13,621		55	Willimantic, Conn		
7	Livingston, Ala	12,000		56	North Adams, Mass	4,010	11
8	Fitchburg, Mass	11,854		57	Presque Isle, Me		
Ď	Menomonie, Wis	11,594		58	Johnson, Vt	1,558	

¹ These students were enrolled in extension and in correspondence courses. They are not considered in any ratios which are used in this discussion of expenditures.

² For colored persons.

In this study of expenditures of 58 State normal schools each institution is assigned a significant number. Table 22 shows the scheme of numbering used. The schools are here arranged in serial order according to the number of attendance weeks, the one with the largest number of attendance weeks being number 1, etc. The number of a school, therefore, denotes the relative size of the institution which it represents. Thus school number 29 is about the average size, school number 4 is large, school number 57 is small, etc. This scheme is to be kept in mind as the reader follows the discussion and reads the accompanying figures.

In this study no account is taken of the nonresident students in extension and in correspondence courses. The number so enrolled is given in Table 22. These, of course, add to the amount of current expenditures, but there is no convenient means of including them in the ratios which are used. Possibly the exclusion of nonresident students may explain why certain schools have relatively very high expenditures per attendance week.

The data of Table 24 were derived from the corresponding data of Table 23 by dividing each item for each school by the number of



attendance weeks reported for the school, that is, by dividing for each school the data in columns 3 to 16, inclusive, of Table 23 by the data in column 2 of the same table. Table 23 also shows the median cost and the upper and the lower limits of the middle half of the costs for the various purposes.

To obtain the median here used the various costs per attendance week for the same purpose in the different schools were arranged in serial order, the largest being first. The middle cost was then taken as the median. When there was an even number of costs in the series so arranged, the higher one of the two middle costs was taken as the median. In a similar manner the upper and the lower limits of the middle half of the costs were obtained, the series being divided into four nearly equal parts, instead of into two parts as in the case of the median. The middle half is frequently called the "zone of safety."

Table 24 is to be read as follows: School No. 58 spends per attendance week \$18.25 for all current expenses, \$1.35 for the salary of the principal, \$0.34 for other expenses of educational administration, \$9.82 for salaries of deans and teachers, \$0.68 for textbooks and supplies for instruction, etc.

In order to facilitate comparison, the data of Table 25 were computed. These were obtained from Table 24 by dividing each item in it by the median for the corresponding item. Table 25 is thus a table of ratios as is indicated by its heading. The median ratios and the upper and the lower limits of the middle half of the ratios are given. These aid in interpreting the data of the table.

Table 25 is to be read as follows: School No. 58 spends per attendance week 2.84 times the median amount (see Table 24 for median amount) for all current expenses, 4.66 times the median amount for the salary of the principal, 2.12 times the median amount for other expenses of educational administration, etc.



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BIENNIAL SURVEY OF EDUCATION, 1916-191	BIENNIAL	SURVEY	$\mathbf{0F}$	EDUCATION.	1916-1918
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The column The	bbod. School. School. (22). (22). (22). (23). (23). (23). (23). (24). (25). (26). (2				ę	Instruction	tion.			Miscellaneous	Deotis.		T ₀	Total.	
1, 10, 10, 10, 10, 10, 10, 10, 10, 10,	(22) (22) (23) (24) (25) (25) (26) (27) (27) (27) (27) (27) (27) (27) (27			Educat	.	1	Tert.	Opera-		Auxil-	Fixed				Salarie
## 1	# 28 51 55 51 55 51 55 51 51 51 51 51 51 51	•		Salary of princi- pal.		Desns and sand tenchers.	books, supplies, etc.	plant.		agencies and and sundry activi- ties.	as rent, insur- ance, etc.	Admin- latra- tion.	Instruc- tion.	Miscel- laneous	25 a d
1, 500 1,	25.55 25.55	4	ı	•	1-	a o	•	10	=	18	52	11	15	16	11
52 6,370 71,588 6,370 71,588 6,400 18,751 680 1,400 6,400 1,500 6,400 1,500 6,400 1,500 6,100 1,500 1,500 6,100 1,500 1	8	<u>සී</u> මුල පුසි	\$719 8,396	2 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	8540 3,325 700 0	5.3.9.9.4 8.5.8.8.2 6.5.8.8.2 12.0.0	\$1,060 5,602 5,384	85.55 88.65 7.86 8.06 8.06 8.06 8.06 8.06 8.06 8.06 8	20, 20, 102 20, 20, 20, 20, 20, 20, 20, 20, 20, 20,	5,049 4,944 444	8770 0	22, 640 27, 885 6, 575 14, 919	5 3 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	88,728 6,749 4,944	#8.8.8.2.
57 3,309 22,305 1,200 1,200 1,100 6,300 6,300 6,300 4,300 4,300 4,300 4,300 4,300 4,300 4,300 4,300 4,300 1,100 1,200 2,320 1,200 4,300 4	22.25.24 22.25.24 23.05.25	ESSES	8, 733	8,6,4,4,4,	6,771 5,980 5,980	1.22.22.33 25.07.12.33 25.07.12.23 25.07.12.23	2,8,8,1,5,0,0,0,0,0,0,0,0,0,0,0,0,0,0,0,0,0,0	18,751 2,900 19,069 17,411 17,394	88.0 8.0 8.0 8.0 8.0 8.0 8.0 8.0 8.0 8.0	1,200 3,856		6,508 6,962 18,236 8,246	\$ 2.5.5.5 \$ 2.5.6.6 \$ 2.5.	0,000 0 0,000 0,000 0,000 0,000 0,000 0,000 0,000 0,000 0,000 0 0,000 0	\$\$\$°\$\$
2.8 15,243 122,774 3,780 4,500 730 25,481 1,107 110,455 61,556 4,444 1,090 9,000 30,113 5,653 23,241 1,107 1,107 1,221 1,090 9,000 30,113 5,653 23,113 5,653 23,113 5,653 23,113 5,653 23,113 5,653 23,113 5,653 23,113 4,653 1,710 1,721 1,721 1,721 1,721 1,721 1,721 2,723 1,723 1,723 1,723 1,723 1,724 2,723 1,724 2,724 3,800 1,724 3,300 1,724 3,300 1,724 3,300 1,700 3,300 1,770 3,300 1,770 3,300 1,770 3,300 1,770 3,300 1,770 3,300 1,770 3,300 1,770 3,300 1,770 3,300 1,770 3,300 4,630 3,700 1,700 3,300 2,600 3,700 1,700 1,700 2,600 3,600	1586651	ส ะ เรียช์	2, 800 1, 200 2, 017	2,1,8,8,8, 24,8,8,8, 24,8,8,8,8,8,8,8,8,8,8,8,8,8,8,8,8,8,8,8	1,807	22, 676 24, 558 29, 878 20, 878	624.62.88 624.62.88 624.63.88	28,980 14,387 16,731 16,731	13, 669 9, 837 5, 840 1, 161	7,987 2,212 880	48 278 0	4,5,5,6,4, 9,000 1	12, 216 25, 926 44, 958 32, 472 46, 575	8, 5, 0,0,0,0,0,0,0,0,0,0,0,0,0,0,0,0,0,0,0	38583
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	86228¢	<u> </u>	4,4,4,5 11,7,52 11,7,52	6,6,6,6,6,6,6,6,6,6,6,6,6,6,6,6,6,6,6,	1,770 180 1,880 1,041	**************************************	2, 8, 8, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2,	21.0.85.23 82.77.75 83.22.77.88	2,575 1,000 22,201 1,723	* 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	780 484 484	5,520 7,5113 6,7421	22, 285 25, 783 25, 783 25, 783	5, 627 830 3, 868 3,868 287	#### #

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	8.6. 807. 807. 800. 800. 800.	2,666 7,583 8,702 344 18,492	6,5,9,5,0 6,5,22,0 82,22,0 82,22,0 82,22,0 82,22,0 82,22,0 82,0 8	10,78,85 10,79,00 10,110	3,250 6,775 1,566 1,150	2,992 2,058 3,000 3,000 3,000	1,030	
	28.55.25.25.25.25.25.25.25.25.25.25.25.25.	8,7,8,8,0 9,33,33,00 1,8,00 1,00 1	82888 82882	106,388 25,524 112,683 107,17	15.00 15.00	2,02,05,05,05,05,05,05,05,05,05,05,05,05,05,	18,286	
	15,435 17,280 17,286 7,286	12,067 5,680 10,312 6,545 5,556	6, 794 10, 160 7, 800 6, 868	11,670 7,838 6,775 13,642 7,663	%,10,4,6,00 0,100,4,6,00 0,000,4,6,000	882.4.8. 882.00 883.00 800.00	2, 330 3, 390 1, 488	
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	26,125 20,704 5,890 14,656 16,499	19, 575 36, 766 39, 042 16, 560	1881.0 \$68.0 \$68.0 \$68.0 \$68.0 \$68.0 \$68.0 \$68.0 \$68.0 \$68.0 \$68.0 \$68.0 \$68.0 \$68.0 \$68.0 \$69.0 \$60.0 \$60.0 \$60.0 \$60.0 \$60.0 \$60.0 \$60.0 \$60.0 \$60.0 \$60.0 \$60.0 \$60.0	13,384 16,062 20,030 20,780	21,669 27,500 32,316 9,327 11,704	23,550 6,550 3,270	3,816	t lon.
	1, 171 1, 171 1, 016 957	3,669 13,669 13,669 144 1,672	1,927 5,182 2,008 3,072	3,540 3,989 176 7,150	11,361 5,280 3,700 3,519 2,400	6,000 2,754 400 1,010	5,704	Included in educational administration
•	24782 23588 22588	25,817 24,436 17,117 17,890 16,978	57,071 51,000 51,243 63,402	101, 828 59,419 48,348 142,683 64,551	66, 406 53, 381 63, 750 51, 750 46, 390	77, 986 17, 986 19, 980 32, 947	92,57,80 88,548,80 88,60	ational a
	10, 27× 1, 000 14, 760 1, 167 1, 724	7,087 2,710 1,346 790	1,4,6,4, 85,5,0,6, 85,5,0,6, 85,5,0,6,	6,170 3,838 1,275 3,772 4,053	3,400 5,978 1,100 2,200	1, 586 1, 386 2, 380 832 832	88 88 88	npe u pe
	668888	88888 88888 88888	2,8,8,4,4, 00000034	3,4,4,500 3,000 3,000 6,000	8,4,4,8,8, 8008,88 8008,88	4,4,4,6,8, 888,38 88,00,8	2,2,0 2,040 3,040	Includ
	1,257	1,2,2,2, 2,190 2,190 2,190 3,190 3,190	3, 136	1,200 3,870	4, 638	1,500	200	
	86,715 86,715 86,715 86,880 86,80 86	#8848 88484	185 100,775 70,007 82,555 83,555	113,856 1113,486 1113,780 1115,945	123,236 117,917 119,816 74,186 68,966	8,4,5,5 8,4,5,6,5,6,5,6,5,6,5,6,5,6,5,6,5,6,5,6,5	5,52 12,67 12,578	
	20,257 10,222 10,570 1,570 9,618	* * * * * * * * * * * * * * * * * * *	28,34 18,204 14,116 17,760	22, 23, 24, 25, 25, 25, 25, 25, 25, 25, 25, 25, 25	28487.77 78487.77	17,8 17,8 12,83 16,900 16,81	6,805 14,456 8,478	
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The data on ax penditures which the 36 schools reported are assembled in Table 23. The numbers in column 2 refer to the ranking numbers used in Table 22. The data in column 13 are the sums of the data in columns 4, 5 and 6. In a similar way the data of column 14 combines columns 7 and 8: those of column 13, columns 11 and 13; and 15. and 15.

Salaries of prin-closis, deans, and teachérs, Misoel-laneous. Total. 数 0.844844 计电电子적 电电子单 计多元系统 2.84888 张光波28 法第四股股 2.84888 张光波28 计第四股路 Instruc-tion. Admin-istra-tion. TABLE 24.—Expenditures per attendance week for various purposes in 58 State normal schools, 1917-18. = Fixed charges, as rent, insur-unce, erc. Auxil-tary agencies and sundry activi-ties. Mainte-2 Operation of school school plant. **以表示工作 2、3111 8631221 126311 1111111** 1248888 **33**2887 12827 2633 5638 8 237 8885x8 8x38x8 F325x 248x Text-books, supplies etc. Instruction. Deans and teachers. Other ex-Educational. Administration. Select of pring cipel. Bust. Total current ex-penses. Num-ber of school (869 Table 22). Evene, N. H.
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5 Sec. 1								0 200		4.6	3



Explanative of Fig. 16. 4Tore 58 State normal schools spend their money.

To read curves observe:

Schools are numbered according to the total number of attendance weeks in each, No. 1 being the largest and 58 the smallest. (See Table 22.) Each radius represents a school.

Beginning with school No. 58, schools are arranged around the circle in the order of the cost (current expenses) per attendance week; No. 58 having the highest cost: No. 51, the next highest; No. 56, the next highest; else. The spiral curve shows what part this cost per attendance week is of the median cost. Thus, school No. 58 spends 2.84 times the median cost, which is indicated by circle No. 1. The arrows in the central part of each figure indicate the schools which fall within the "middle half" on the cost per attendance week.

In each part of figure 16, some function of expenditures is shown by means of the "dotted" signage curve. In each case the median is 1. If a school falls between the two heavy "long-dash" circles, it is within the

"middle half" or "safety zone" on the function charted.

For illustration, note the third radius representing school No. So in each chart, Parts I-VI. This school spends almost two and a half times as much per attendance week for current expenses as the median cost. This relationship is indicated by the relative distances of the "spiral" and the "median" from the "O" circle on radius 56. The cost in this school is considerably above "middle half."

In Part I this school spends almost three times as much for administration per attendance week as the median cost. On this score the cost is also above the "middle half," since the "dotted" curve meets radius 56 beyond the outer "long-dash" circle.

In Part II this school spends for instruction per attendance week 1.75 times the median cost. On this

score, also, the cost is above the "middle half."

In Part III this school spends for the operation of its plant over 5 times as much per attendance week as the median cost. Again, it is considerably above the "middle half."

In Part IV, a similar statement applies for the cost of maintenance. In Part V no data were submitted on the cost of miscellaneous items.

In Part VI certain-items in Parts I and II are combined to show the amount spent per attendance week for the salaries of principals, deans, and teachers. In school No. 56 the amount spent for salaries per attendance week is 1.8 times the median cost. The cost is above the "middle half," since the dotted

curve meets this radius beyond the outer "long-dash" circle.

By noting the distances of the points on the curves from the "O" circle, it is possible in figure 16 to compare the expenditures of one school with those of any other school for any function of expense. In Part 1, for example, school No. 33 spends over twice as much per attendance week for administration as does school No. 53 since the "dotted" curve meets radius 53 twice as far from the "O" circle as the point of intersection of this curve with radius 52 is distant from the "O" circle.

The data of Table 25 are illustrated in figure 16, Parts I to VI. In all parts of figure 16 and in Tables 23, 24, and 25, the order of the schools is the same. Attention is again called to the fact that the numbers of the schools indicate the relative sizes of the schools as measured by the number of attendance weeks. This means that the numbers have a significance in the interpretation of figure 16.

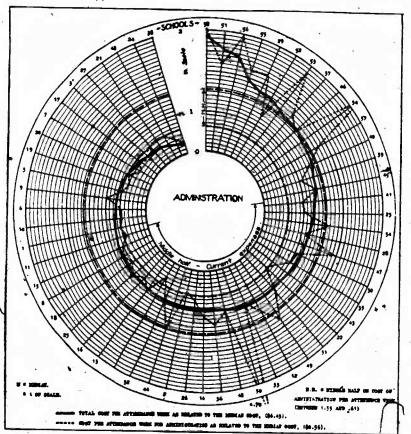
The spiral curve indicates the ratios between the amounts spent per attendance week for all current expenses and the median amount for all current expenses (see Table 25, column 2). The spiral curve was used to represent the total current expenses rather than to represent any single function of expense so that comparison might easily be made. The spiral could represent any other item, in which case the spiral would not be the same and the order of schools would be governed by the order of the deviations of the function from the median. Schools falling within the middle half on the total cost of current expenses per attendance week are indicated in the middle of figure 16 ("Middle half—Current expenses").

The limits of the middle half of the ratios on the various other items (administration, instruction, etc.) are indicated by the "long-



dash" circles. Thus if the "dotted" curve meets any radius between the two "long-dash" circles, the school represented by that radius spends for the item considered an amount within the middle half as indicated at the bottom of Table 24.

It is to be noted in considering the middle half that it may be creditable to an institution to be located either below or above the middle half on certain items. Thus, for instance, it would seem altogether creditable for a school to be above the middle half on



F10. 16, PART I.—The cost of administration compared with the median cost.

cost of instruction or to be below the middle half on expenses of operation of school plant. A school having a very high total cost per attendance week will not usually fall within the middle zone on any item of expense. Thus the "dotted" curve will seldom enter this zone for the 14 schools having the highest cost per attendance week. Similarly, the "dotted" curve will usually fall below this zone for the 15 schools having the lowest cost per attendance week.



The dotted curve of figure 16, Part I, shows that the cost for administration per attendance week, in general, tends to be high when the cost for current expenses per attendance week is high, and low when the cost per attendance for current expenses is low, which is indicated by the fact that the dotted curve tends to follow the spiral curve. In several cases there are notable exceptions such as schools Nos. 52 and 39, which are low on this item, and schools Nos.

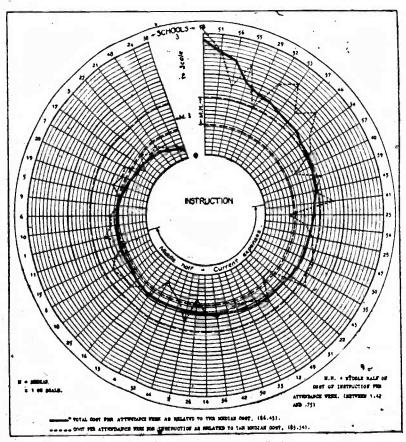


Fig. 16, Part II.—The cost of instruction compared with the median cost.

9, 27, 21, and 48, which are comparatively high on this item. There is perhaps some error in the reports in the cases where the curve for administration falls beyond the scale.

Attention is called to the fact that on the spiral curve practically all of the schools above the middle half (No. 58, through 51, to and including 45) are indicated by large numbers, which means that they are the smaller schools. This likely accounts for the high cost per



attendance week for current expenses in these institutions. Most of the schools below the median on the spiral (No. 36, through 14, to and including 38) are indicated by small numbers, thus signifying that they are the larger schools. This seems to point out that the larger schools are the less expensive.

Two types of comparisons are possible in these figures. The first type is that of noting how one particular school stands on any one

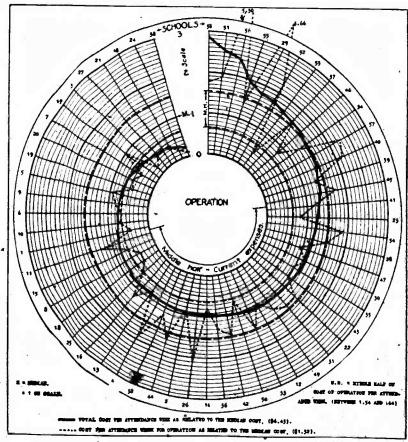


Fig. 16, Part III.—The cost of operation as compared with the median cost.

item, or on all items of expense as related to the central tendency, median of middle half. Thus by noting school No. 52 on all the parts of figure 16 it is evident that this school is high (above the median) on the cost per attendance week for each purpose, though relatively not so high on the operation of school plant (see fig. 16, Part III) as on the other items. It enters the "safety zone" on no function of expense. It is very high on maintenance and on miscallaneous items.



It must be kept in mind that it is a small school, as is indicated by the high number (52), and that its total current expenses per attendance week are high as indicated by the spiral curve. In similar manner it may be noted that school No. 2 is below the middle half on administration, above the median but within the middle half on instruction, below the median but within the middle half on operation, etc.

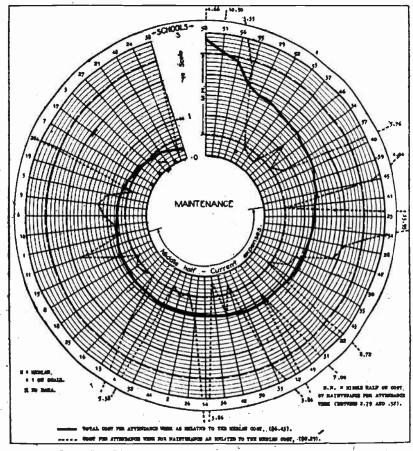


Fig. 16, Part IV.—The cost of maintenance as compared with the median cost.

The second type of comparison is that of showing how the expenditures of one school compare with those of another school for the same purpose. In this the distances of the points from the "0" circle are to be noted and compared. Thus, school No. 53 spends about twice as much per attendance week for administration as does school No. 52, as is explained in the directions for reading the figures:



The observation may be made that some items show much greater general variation from the median than do others, as is indicated by the different widths of the "middle half" on the different parts of figure 16. The "safety zones" are of different widths in the different charts. The least variation from the median is in the cost of instruction (see fig. 16, Part II) and in salaries of principals, deans, and teachers (see fig. 16, Part VI), and the greatest variation is in the cost

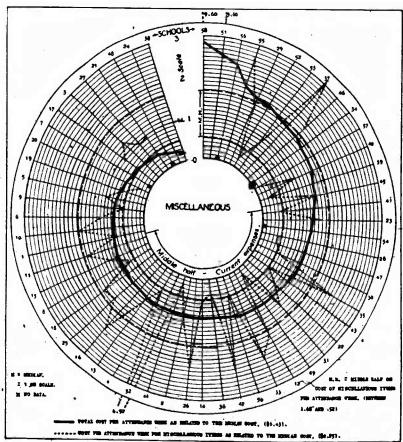


Fig. 16, Part V.—The cost of miscellaneous items as compared with the median cost.

of maintenance. In the latter case some schools may have included outlays in reporting maintenance.

The relative proportion of the total current expenses going for each function of expense can be noted approximately on figure 16, Parts F-VI. If the expenditures for the various purposes in each school were ideally distributed, as indicated by the medians in Table 24, there would be no fluctuation from the spiral curve and the dotted



curve would fall on the spiral curve in each part of figure 16. In general, it is creditable to an institution to have minor deviations from the "spiral." When the percentage for any one item is above the median percentage for that item the "dotted" curve in general falls outside the spiral, and when the percentage for one item is less than the median percentage for that item the "dotted" curve falls within the spiral. In Part I school No. 53 is an illustration of the

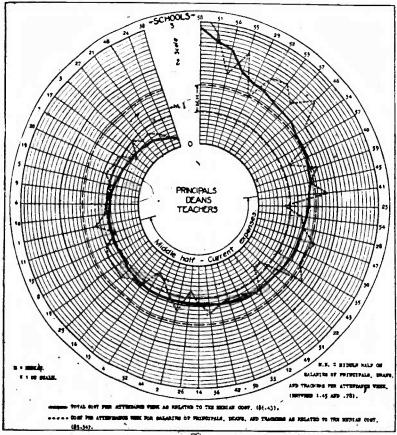


Fig. 16, Part VI.—The salaries of principals, deans, and teachers as compared with the median cost.

former, where the "dotted" curve meets the radius beyond the spiral point. Judging from the median, this school spends too high a proportion of its total current expenses for administration. This same fact is evident in Table 27, which shows that this school spends 14.6 per cent for administration, as compared with 8.7 per cent in the median school. In Part I school No. 52 is an example of the latter, where the dotted curve falls inside the spiral curve, and where



the percentage spent for administration is less than the median (Table 27, column 12). This comparison holds in general, though there are slight differences due to the fact that the median is used instead of arithmetical average. The variation is usually restricted to about 10 per cent. In other words, when the proportion going for any function varies less than 10 per cent from the median proportion going for that purpose, the dotted curve is likely to fall on the opposite side of the spiral from that indicated by the table of percentages. Where this variation is greater than 10 per cent the dotted curve falls within or without the spiral curve as indicated by the table of percentage.

THE SALARY OF THE PRINCIPAL.

Table 26 .- Total current expenses and salaries of principals of 58 State normal schools,

of school (see	Total c	urrent 1908.		ry of cipal.	Number of school	Total er exper	urrent 1968.	Sala: Princ	ry of ipal.
Table 22).	Amount.	Ratio to median.	Anount.	Ratio to median.	Table 22).	Amount.	Ratio to median.	Amount.	Ratio to median.
			4	5	6	7	8	. 9	10
2	\$199, 212 191, 780	2.61 2.51	\$5,000	1.39	39	\$74,782 74,186	0.98	\$3,800	1.0
- 4 1	165 645	2: 31 2: 16	6,000	1.67	19	74, 186	.96	3,800	1.0
12	165, 645 139, 200	1.82	2,000 3,900	. 56	46	73,645	. 95	4,500	1.0
8 '	137, 855	1.80	5,500	1.08 1.53	35	73, 217	.94	3,750	1.6
29	132, 317	1.73	6,000	1.03	52	71,568	.93	3,500	1.2
6	123, 236	1.61	6,000 5,000	1.67	33	09,715	.91	3,000	.8
23	122,777	1.61	4,500	1. 39 1. 25 1. 25	20 53	68,966	.90	3,500	.9
5 1	119, 816	1.61 1.57	4 500	1 25		66, 087 64, 881	-86	3,000	. 8
9 j	117, 917	1.84	4,500 4,000	· i. ii	41	64,881	.85	3,063	- 8
10	115, 945	1.52	3,600	1.00	45	64, 180 63, 240 62, 724 61, 983	.84	4,000	1. 11
14	114, 837	1.50	3,600 5,000	1.39	32	03, 240	- 83	3,375	. 94
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13	109, 774	1.43	3,000	. 83	43	54, 074	. 78 . 71	3,600	1.00
51	104,927	1.37 1.35	3,000 3,000 3,500 5,000 4,000	. 97	47	52, 100	.68	3,000	. 83
16	103,010	1.35	5,000	1.39	55	50, 126	.66	5,000	1, 39
3	102,385	1.34	4,000	1 11 3	42	48 650	.64	3,500	.497
15	98,409	1.29	4,000	1.11	42 54	48,650 47,764	.62	3,250	. 90 . 90
34	96,442	1.26 1.24	4,500	1.25	31	47 001	.62	3,250	. 90
7	95,266	1.24	4,000 4,500 4,000 4,250	1. 11 1. 25 1. 11	49	47, 001 45, 597	.60	3,000 3,208	- 83
18	93, 555	1.22	4, 250	1. 18 1. 19	50	43,033	.56	2,500	.69
37	90, 325	1.18	4,300	1.19	44	43,033 42,984	.56	3,000	. 83
28 30	89, 851	1.17	4200	1.11	27	34, 459	45	3,100	- 80
26	83,000	1.08	4;000	1.11	58	28, 437 26, 922	.37	3,100 2,100	. 61
25	82,693 79,4 52	1.08	4,000 4,000	1.11	24	26, 922	. 35	2,040	. 57
40	77, 246	1.04	4,000	1. 11	57	22,036	. 29	2,200	. 61
31	26,519	1.01	1,754	. 49	48	15, 444	. 20	2,000	.56
31 ;	go, 519	1.00	2,700	75	38	15, 444 12, 576	. 16	1, 200	.33
(1)	109, 774	1.43	4, 250		1			-, -00	
(0)	76, 246	1.00	3,600	1.18		• • • • • • • • • • • • • • • • • • • •			
(i)	59, 541	7 . 78	3,000	1.00		**************			
. ,	,		5,000	. 83	S		 .		523

Upper limit of the middle half of the amounts or of the ratios.
Median.
Lower limit of the middle half of the amounts or of the ratios.

Figure 17 (see page 58) shows the salaries of the principals of State normal schools as compared to the number of attendance weeks (indicated by the number of the school) and as compared to the total amount for current expenses (indicated by the spiral-curve). figure is to be read like figure 16, except that the order of the schools is not the same as in figure 16. The data are given in Table 26.



•	^

BIENNIAL SURVEY OF EDUCATION, 1916-1918.

	Rank ac-	PV	Administration.	ŧi	Instr	Instruction.		•	Miscell	Miscellaneous,		To	Total.	
Location of institution.	to the		Educe	Educational.	Deans	Text-	Opera- tion of	Mainter nance of	Auxilli-	Fixed				Salaries
***************************************	of attend- ance weeks.	Burt- rees.	Salary of prim- dpel.	Other ex- penses.	and instruc- tors.	books, supplies, efc.	plant.	plant.	and sundry activities.	as rent, Insur- ance, etc.	Admin- Istra- tion.	Instruc- tion.	Miscella- neous.	donns, and teachers
T .	91	•	4	10	•	75	00	•	01	=	15	81	14	22
owiston, Vi. owiston, Idabo. orth Adams, Mass. fillfmantic, Com.	82.588.8	Per cent.	Per cent. 7.4. 3.3 4.50	Per cent. 1.9 4.2 5.4 1.4	Pr cm. 88.38 86.36 86.2	Per cent. 3.7 4.2 5.2 4.1	Per cent. 12.7 15.1 15.3 45.3	Per cent. 19.3 19.3 6.3 5.3	Per cent. 13.1 4.8 5.3 3.5	cent. Per cent. 13.1 4.8 .7 5.3	Per cent. 9:3.7.55 10:68	Per cent. 57.5 56.2 37.8 37.8 40.8	Per cent. 13.1 5.5 5.5 3.5	Per cent. 6.12 5.59 3.88 6.62 4.12
Keene, N. H. Cammeree, Tex Bowthin Green, Ohlo, Frence, Calif. Chemsburg, Wash	22542	. 6. 6. 0 1.	4.4404 0.408-14	10.1	55.2 57.7 57.3 57.3	13.6 33.8 1.7	28.4.4.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.	3			6.1 9.9.9.8 9.5.7	388855 886744	2 2 2 4 2 2 2 2 2	6.78.99 8.82.89
resque Isle, Me linet, N. Dak seveneco, N. Y. Teken, Idaho, owell, Mass.	25844	φ⊕α α–α	10.0	9	52.7 31.8 55.6 65.8	214-4-0 	31.5 30.1 19.2 28.5 18.4	2.5.5.9.1.	3.77	ĕ ∓ 0	0.8 8.9 7.0 8.9 9.9 9.9	33.83.17 4.41.48	10.8	883\$77 74444
Hopery Rock, Pa. Vestical, Mass Nethorit, Mass Polistis, Mirra Tuvidence, R. I.	87828		0,0404 0,404 0,400€	. 44.44. 46.44.40	57,50 57,50	0,00 → 00 '0,00 → 00	13.6 4 25.8 20.5 20.5	2.00 m 0 +	%	G.	12.0 12.0 14.7 1.8	24.2 45.15 60.1 60.1	2.1.2	44444 8228
"hatterille, Wis Dadirui, Nebr Atlatown, Pa. Atlatem, Pa. Forcester, Mars.	82223	9.60	**************************************	6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	8128 4264 4264	6-696 6-696 784-0	28.9		8.1.2.4. 7.7.4.	1.1	7.5.4.0.7 5.0.5.0.2	25.88 26.88 26.88	, 3.5 0.0 0.0	81.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2



	8	TATISTIC	s of n	ORMAL 8	CH00L8	, 1917	-1918.		63
***** \$8 \$			6.78 4.48 4.73 88	5.58 7.75 7.24 7.24	7.8.8.8.2.7. 8.2.2.5.5.7. 5.7.5.5.5.5.5.5.5.5.5.5.5.5.5.5.	. 65.3 9.42	Curre	- Nan -	
	40.4.00 24.400				ကလဆယ ထုတ် ႏ-တ်		2, for	*	
42.3 47.3 67.7	51.6 88.7.7 82.7 82.6	23.6 67.5 67.0 71.0	6.45.4.4.6 8.62.4.4.8	_	387.38	60.2 33.8	See Table 24, column		
11. 1 6.3 6.1 12.3	10.6 6.9 15.1 8.2 8.2 8.2	4 00 to 00 to	%.26.25 7.00 1.00 1.00	9677.9% 987.0%	6.0 6.2 7.9 4.0 4.0	12.6 11.9	A. 7 See Table sek.		
3.2	3.2	4.1	2		3.6	1. I.	15 33.8 4.1 19.0 4.4 4.3 1.1 lance week, the one with the highest rate being named first, etc. Se Lock Havon, Pa., had the same current expense per attendance week.	0. ~.	,,
	ყლ∔ .ფ ლებალა	44 9 9 9 9 5 12 40 4 7	444.44.44	ನ್ನಡ್ಡಿ ಕ್ರಾಪ್ ಕರ	သိတ် မှတ် သိတ် အထ	1.3	4.3 ng named nso per att		# # #
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18.8 29.7 13.9 30.2 27.7	28 28 10 10 10 10 10 10 10 10 10 10 10 10 10	28.0 14.1 10.8 10.8 10.8	9.7 33.1 10.4 17.9	17.6 22.3 27.0 17.0		7.8.0	19.0 the higher e same cur		
91999	64.40.40 04.00.00	નંત્રનું લંશ		94949 94470	4.3	21.2	4.1 one with	,	٠
44.64.7. 44.86.7.7.	22.1.0 27.1.0	#####################################	5.05.45.55 8.4.6.4.5	25.05.05.05.05.05.05.05.05.05.05.05.05.05	2.85.88 6-150-1	9.6.6	xa. 8 week, the Haven, F	•	
7.1.¥.0.0; 4.4.6.4.0	A		4.03.1.03.00 4.00.11.03.00	% O = O = O		444 -46	2.5 attendance		
44446 80000	4444.00 48800		4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.			44.0°	expense per E		
9 . K	7.3	6.	2.0	60 63	1.0	2.6	2.6 4.8 2 of current expense per attend utions at Kutztown, Pa., and		
	78°48	425 N N		85000	2282	**************************************			26
eu, Mo. 75, Va. 71, W. Va. 7		y					The institutions are named in order	indiane.	
epe Olrardesu, Mo. redericks burg, Va. sepherdstown, W. Bendale, N. Dak. ichmond, Ky.	P. Dak		Blavens Font, Wis Farmville, Va. Los Angeles, Calif. San Marros, Tex	ja .	4 Ja	Ç	A The institutions are named xpense per attendance week.	V -	•
Cape Olyardesu Fredericksburg, Shepherdstown Ellendale, N. D. Richmond, Ky.	Millersville, Par. Normal, III. Springfield, S. Dax. Edinbero, Par.	Chemory Nobe Chemory, Wash, Whitewater, Wis- Le Crosse, Wis-	servers Pos servers Pos of Angele of Marcos	Aberton 8. D Ment Oblo Openie N. Y	Shippensburg, Warrensburg, Livingston, Ala Durant, Okla	Pine Blud, Art. Payetteville, N. C.	The important		



To show what proportion of their total current expenses the schools spend for the various purposes the data of Table 26 were computed. This table is to be read as follows: The institution at Johnson, Vt., expended 7.4 per cent of its total current expense for the salary. of the principal, 1.9 per cent for other expenses of educational administration, 53.8 per cent for deans and teachers, etc.

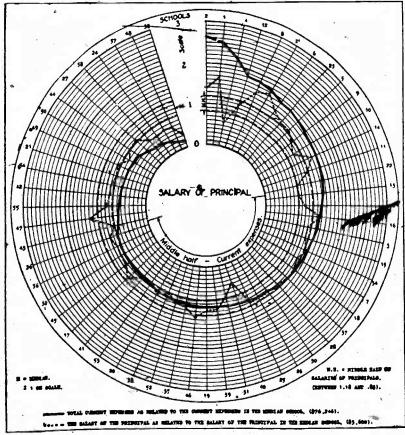


Fig. 17.—The salary of the principals in 58 State normal schools.

Explanation of figure 17. The salary of the principal in 58 State normal schools.

Explanation of pages 11. A secondary of the circle in the decreasing order of their total current expenses. Thus, school sare arranged around the circle in the decreasing order of their total current expenses. Thus, school No. 2 spends 2.51 times as much as the median, or school No. 31; school No. 1 spends 2.51 times the median, etc.

The salary of the principal in school No. 2 is 1.39 times the median salary, which is indicated by circle No. 1. The salary of this principal is above the "middle half" since the "dotted" curve meets this radius above the outer "long dash" circle.

This school, being No. 2, is second in size as measured by the total number of attendance weeks. Consequently a higher salary than would be indicated by the "middle zone" is to be expected. The total current expenses in this school are higher than those in any other of these 58 schools. The large amount of money expended is snother index as to the importance of this principalship and tends to justify a salary above the "middle half."

The salary of one principal may be compared with that of another by noting the relative distances of the "dotted" curve from the "do" line. Thus, the salary paid the principal in school No. 1 is 3 times as much as the salary of the principal in school No. 4. These two schools are nearly equal in size and incured the salary of the salary of the principal in school No. 4 is 10 times as much as the salary of the principal in school No. 4 is 10 times as much as the salary of the principal in school No. 4 is 10 times as much as the salary of the principal in school No. 4 is 10 times as much as the salary of the principal in school No. 4 is 10 times as much as the salary of the principal in school No. 4 is 10 times as much as the salary of the principal in school No. 4 is 10 times as much as the salary of the principal in school No. 4 is 10 times as much as the salary of the principal in school No. 4 is 10 times as much as the salary of the principal in school No. 4 is 10 times as much as the salary of the princ



TABLE 28.—Percentages of total current expense of each of 58 State normal schools, which were expended for the different purposes, arranged in order of magnitude.

[Brace indicates middle half of the percentages,]

Adr	ninistra	tion.	Instru	etion.	i		Miscell	laneous.	•	Tot	als.	•
Business.	Balary of prin- cipal.	Other	Deans and teachers.	Text- books, sup- plies, etc.	Operation of school plant.	Mainte- nance.	Auxiliary agencies and sundry activities.	Fixed charges as rent and insur-	Ad- min- istra- tion.	Instruc- tion.	Mis- cel- lane- ous.	Salaries of prin- cipals, deans, and teach- ers.
1	2	. 3	4	5	6	7	8	B	10	11	12	18
9.1 6.4 5.0 3.8 3.6 3.6 3.3 2.0 1.0 1.9 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5	13.00 9.6 9.0 7.0 9.6 6.7 7.0 9.6 6.7 7.0 9.6 6.7 4.5 5.3 5.2 5.1 1.4 9.9 1.4 9.5 1.4	34.3 10.4 6.5 6.0 5.2 5.1 5.1 7 4.5 2 3.0 3.3 3.3 3.3 3.3 2.9 9.2 2.8 7 2.2 2.3 3.3 2.2 2.3 2.1 2.2 2.3 2.1 2.1 2.1 2.1 2.1 2.1 2.1 2.1 2.1 2.1	77. 6 74. 4 73. 8 71. 7 71. 7 71. 7 71. 7 71. 7 68. 1 67. 8 67. 8 65. 2 61. 8 60. 4 60. 4 60. 4 60. 2 58. 2 58. 0 57. 2 58. 2 58. 3 58. 2 58. 3 58. 3 58. 3 58. 4 59. 2 59. 2 59. 3 59. 3	27. 2 13. 1 28. 4 8. 1 7. 6 6. 3 6. 1 6. 5. 3 5. 2 5. 0 7 4. 7 4. 4 4. 2 4. 1 4. 1 4. 1 3. 7 5 3. 3 4. 4 1 4. 1 1 4. 1 1 4. 1 1 4. 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	45. 3 44. 5 42. 3 38. 6 33. 1 31. 6 30. 1 29. 7 27. 7 27. 7 27. 7 27. 7 26. 8 26. 5 26. 4 24. 7 24. 7 24. 7 24. 7 25. 7 26. 9 26. 8 26. 5 26. 1 26. 1	50. 2 41. 9 32. 3 26. 3 18. 5 16. 3 16. 3 16. 3 16. 3 16. 3 17. 4 16. 3 16. 3 17. 4 16. 3 17. 4 16. 3 16. 3 17. 4 16. 3 16. 3 17. 4 16. 3 16. 3	5.7.7.5.5.2.0.8.8.7.5.5.5.5.5.5.5.5.5.5.5.5.5.5.5.5.5	3.5 3.2 3.2 1.5 1.4 1.3 1.3 1.3 1.1 1.0 9 9 8 6 6 5 5 4 1	40.1 18.9 15.1 14.7 14.6 15.1 12.4 12.2 11.1 12.2 12.3 12.2 10.9 10.0	80.9 78.3 77.6 76.3 77.6 77.6 77.7 71.9 70.2 8.7 67.0 65.8 65.6 64.5 64.1 61.4 61.4 61.4 61.4 61.4 61.4 61.4	29.5 10.8 8.8 8.8 9.8 6.8 9.7 9.7 7.6 6.5 2.7 7.6 6.5 2.5 7.5 5.5 3.4 1.2 8.8 2.2 2.3 1.9 1.7 6.1 1.4 4.9 1.1 1.4 4.8 7.6 6.5 2.2 1.9 1.8 1.7 6.5 2.2 1.9 1.8 1.7 6.5 2.2 1.9 1.8 1.7 6.5 2.2 1.9 1.8 1.7 6.5 2.2 1.9 1.8 1.7 6.5 2.2 1.9 1.8 1.7 6.5 2.2 1.9 1.8 1.7 6.5 2.2 1.9 1.8 1.7 6.5 2.2 1.9 1.8 1.7 6.5 2.2 1.9 1.8 1.7 6.5 2.2 1.9 1.8 1.7 6.5 2.2 1.9 1.8 1.7 6.5 2.2 1.9 1.8 1.7 6.5 2.2 1.9 1.8 1.7 6.5 2.2 1.9 1.8 1.7 6.5 2.2 1.9 1.8 1.7 6.5 2.2 1.9 1.8 1.7 6.5 2.2 1.9 1.8 1.7 6.5 2.2 1.9 1.8 1.7 6.5 2.2 1.9 1.9 1.9 1.9 1.9 1.9 1.9 1.9 1.9 1.9	8. 15 7. 88 7. 78 7. 78 7. 77 7. 75 7. 74 7. 73 7. 23 7. 06 6. 70 6. 85 6. 70 6. 85 6. 6. 44 6. 38 6. 27 6. 85 6. 6. 44 6. 38 6. 27 6. 85 6. 12 6. 85 6. 12 6.

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Table 28 shows the percentages of Table '25 arranged in serial order. This gives some idea of the variation among the different percentages expended for the various functions. It also shows the middle half of each group of percentages. With its use the relative expenditures of an institution can easily be compared with the general practice of the 58 schools. Thus, for example, school No. 2 falls below the middle half on the percentage expended for business administration, below the middle half on the salary of the president, below the middle half on other expenses of educational administration, above the middle half on the salaries of deans and teachers, above the middle half on textbooks and supplies of instruction, within the middle half on operation of school plant, below the middle half on maintenance, within the middle half on auxiliary agencies and sundry activities, and below the middle half on fixed charges.

ACCURACY.

Every precaution was taken to secure accuracy in this study of normal schools. There may be, however, some errors in the computed data. There seem to be a few errors in certain reports as has been noted above in the discussion of the wide deviation from the median in the cost of maintenance. There is also a slight error due to using the median instead of the arithmetical mean as the average. The median is a counting average and is not much affected by extremely high or low cost. Thus, in Table 24 the sum of the median amounts in columns 3-11, inclusive, is \$5.76, while the median amount in column 2 is \$6.43. To be ideal a school would spend \$6.43 per attendance week and at the same time to be ideal on the distribution of its expenditures the total cost per attendance week would be only \$5.76. The variation here, it will be noted, is restricted to about 10 per cent. A similar error may be noted in Table 28. The sum of the median percentages in columns 1-9, inclusive, is 96.6, instead of 100. This is due to the fact that the median is a counting average and is not mathematically exact, which means that extremely high and low cost do not materially affect it. In the case of the arithmetical mean or common average, extremely high cost or low cost affects the average very materially. In this chapter, in this study of expenditures, it is thought best to use the median rather than the arithmetical average because extremely high costs for any purpose may be due to erroneous reports. By its use the general effect of an erroneous distribution of expenditures in a few schools is minimized. The median, therefore, shows the central tendency better than the arithmetical average in studying expenditures.



SUMMER SESSIONS, 1917.

Table 29.—Distribution of normal schools according to the number of weeks in the number sessions of 1917.

-	Weeks in summer session.		nber of lools	Weeks in summer session.	Number of schools.
		State.	l'rivaté. vate.		State. Pri-
	4	12	4 2 8	10	14 4 18 2 130 16

The summer sessions of normal schools are an important item. There were 130 reported in State normal schools and 16 in private normal schools for the summer of 1917.

From Table 29 it is evident that the most common length of summer session was 6 weeks, and the next most common was 12 weeks.

Table 30.—Distribution of normal schools according to the number of instructors in the summer sessions of 1917.

Number of instructors.		iber of			iber of
number of mistractors,		1	Number of instructors.	i	
•	State.	Pri- vate.		State.	l'ri- vate.
1-5. 6-10. 11-15. 16-20. 21-25. 26-30. 31-35. 36-40.	13 16 18 17 12 9	4. 2 4 4 2 2 1	41-45 46-50 51-55 55-60 *Msore than 60.	2	16

. 161, 70, 74, 79, 81, 88, 92, and 98.

From Table 30 some knowledge of the size of faculty in the summer sessions may be noted. A total of 3,582 instructors, an average of almost 29 per school, was reported by 125 State schools, while 16 private schools reported a total of 240 instructors, an average of 15 per school.



TABLE 31.—Distribution of normal schools according to the number of students enrolled in the summer sessions of 1917.

		ber of ools.			Num	
Students enrolled.	State.	Pri- vate.	Students enrolled	°.	State.	Pri- vate.
1-25. 26-50. 51-75. 76-100. 1-100. 101-200. 201-300. 301-400. 401-500.	18 25 17 13	10 3	501-600. 601-700. 701-800. 801-900. 901-1,000. 1,001-1,100. More than 1,100. Total number et re		5 3 1 4 19	15

1,254, 1,333, 1,377, 1,505, 1,606, 1,700, 1,731, 1,960, and 2,255.

The size of the student body is shown in Table 31. A number of summer schools are very large, 13 enrolling more than 1,000 students. A total of 52,810 students was reported enrolled by 116 State schools, an average of about 445 per school, while 15 private normal schools reported for the summer an enrollment of 1,814, an average of about 121 per school.

CHANGES IN THE NORMAL SCHOOL LIST.

I. State normal schools:

Reporting in 1916 but not in 1918-

Moundville, Ala., State Normal School.

El Rito, N. Mex., Spanish-American Normal School.

Memphis, Tenn., West Tennessee State Normal School.

Murfreesboro, Tenn., Middle Tennessee State Normal School.

Athens, W. Va., Concord State Normal School.

Reporting in 1918 but not in 1916-

Commerce, Tex., East Texas Normal College. Eau Claire, Wis., State Normal School.

No longer rated as a normal school—
Pembroke, N. C., Indian Normal College.

Transferred to the list of private normal schools-

Tuskegee, Ala., Tuskegee Normal and Industrial Institute. Hampten, Va., Hampton Normal and Agricultural Institute.

II. City normal schools:

Reporting in 1916 but not in 1918-

Shenandoah, Iowa, Western Normal College. Cohoes, N. Y., Cohoes Training School.

Reporting in 1918 but not in 1916-

Albert Les Minn., Albert Les High School. Pittsburgh, Pa., Pittsburgh Training School for Teachers.



III. County normal schools:

Reporting in 1918 but not in 1916—

Ludington, Mich., Mason County Normal School.

Manistee, Mich., Manistee County Normal School.

All of the county normal schools of Ohio which reported.

IV. Private normal schools:

Reporting in 1916 but not in 1918—

Pea Ridge, Ark., Pea Ridge Masonic College.
Madison, Fla., Florida Normal Institute.
Marion, Ind., Marion Normal Institute.
Muncie, Ind., Muncie National Institute.
Bloomfield, Iowa, Normal and Scientific Institute.
Boston, Mass., Boston Normal School of Gymnastics.
New York, N. Y., Jenny Hunter Kindergarten Training School.
Philadelphia, Pa., Froebellian School for Women.
Memphis, Tenn., La Moyne-Normal Institute.
Richmond, Va., Richmond Training School for Kindergartners.

Reporting in 1918 but not in 1916-

Chicago, Ill., Normal School of Physical Education. Chicago, Ill., Technical Normal School of Chicago. Ammendale, Md., Ammendale Normal Institute. Cambridge, Mass., Lesley Normal School. Santee, Nebr., Santee Normal Training School. Newark, N. J., Newark Normal School for Physical Education and Hygiene. Bridgeport, Conn., Connecticut Froebel Kindergarten and Primary Training School. Harford, Conn., Culver-Smith Kindergarten Training School. Michington, D. C., Columbia Kindergarten Training School. Miami, Fla., Miami Kindergarten Normal School. Chicago, Ill., Pestalozzi-Froebel Kindergarten Training School. Springfield, Mass., Springfield Normal Kindergarten Training School Grand Rapids, Mich., Grand Rapids Kindergarten Training School. Cincinnati, Ohio, Cincinnati Kindergarten Training School. Oberlin, Ohio, Oberlin Kindergarten Training School. Harrisburg, Pa., Froebel Kindergarten Training School. Dallas, Tex., Dallas Kindergarten Training School. Fert Worth, Tex., Fort Worth Kindergarten and Teachers' Training

GENERAL SUMMARY.

State normal schools.—Of the types of normal schools herein discussed the State schools are by far the most important in the training of teachers. These institutions have increased in number in the period 1900-1918. They have also increased in size as measured by the average size of faculty, the average enrollment, the average size of library, and the average income.

The distribution tables on the number of instructors, the enrollment, the amount of practice teaching, the model and practice school



enrollment, the property valuation, the size of library, and the total expenditures indicate that there is great variation among the different State normal schools in these respects.

Wide differences exist in the policies of the different States regarding their State normal schools. Several States provide many institutions, while a number of States provide only one or two. Only 42 States have State normal schools separately organized; 3 States have State teachers' colleges.

The policies of administration and control are very different in the different States. In Wisconsin, for example, all receipts which the schools received from fees, productive funds, etc., are turned over to the central State authorities. All available receipts for the schools come directly from State appropriations. A somewhat similar policy of centralized control obtains in several other States, as in Massachusetts and Connecticut. In most States, however, administrative control is not so highly centralized, the individual schools having greater freedom in this matter.

A third difference in State policies pertains to the financial support of the State normal schools. Figure 15 shows that the proportion of total income for current expenses which comes from public funds varies in the different States, it being over 97 per cent in one State and about 20 per cent in another.

It is a notable fact that in later years a smaller percentage of the income of State normal schools was appropriated from public funds than was the case in the earlier part of the period 1900-1918 (see fig. 13).

The study of expenditures shows that there is great variation in this item as to the total amounts spent by the different schools, as to the proportionate amounts spent for various purposes.

The summer schools are a very important feature in the work of the State normal schools.

City and county normal schools.—The number of city normal schools remained almost the same throughout the period considered. Several of these are large institutions, as was noted in the discussion of the distribution tables. Others are not so large, the instructors being few in number and the enrollment frequently small. These schools usually have large practice schools and give much attention to this phase of training.

The county normal schools are of more recent development than are the city normal schools. In late years they have increased rapidly in number. They are becoming an important factor in the training of teachers.

Private normal schools.—The number of private normal schools decreased rapidly in the period 1900-1918. In general, the average private normal school of later years is larger than was the average

The state of the s



private normal school of earlier years. This means one of two things, either that the larger schools tend to survive or that the schools which continue are becoming larger. Private normal schools tend to become a less important factor in the training of teachers. They are yet, however, important in training teachers, especially teachers for special phases of work, such as physical education and kindergarten teaching.



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TABLE 35.—State normal schools—Expenditures, 1917-18. Administration. Instruction. Opera- Educational. Opera- Idea Mainte- September 1917-18.	Salary of principal.	*	\$600,066	16, 100 9,900 32, 419 4, 650 4, 650	14,000 6,460 7,500 7,000	15,000 16,200 11,950 7,400	8,45,88 8,000 8,000 8,000 1,000 1,000	12,000 7,000 15,900 7,947	٠,	
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· · ·			ТАВ	TABLE 37.—City and county normal schools—Receipts and expenditures, 1917–18	City c	ing con	ty noi	mal sch	eloo	Receipt	s and e	x pendù	tures,	31-7161	•	-					
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	TABLE	TABLE 44.——Frivate normal schools—Expenditures, 1917-18.	1001	#cooor#	Expendu	ures, 1917	1 18.					36
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TABLE 41:—State normal schools—Items of general information, 1917-18.	Entrance requirements to teachers training course; completion of—	•	2 and 4 years of high school. 2 years of high school. Eighth grade. 3 years of high school. 2 years of high school. Eighth grade, high school. High school. do do do do 2 years beyond high school. High school.
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		Arbondale harleston ve Kaib		te	Emporta Hays Hisburg	reen	1					a	July .	eant	1 For names of institutions, see Table 1. This is been than the reported permultiones. Data are approximates. This is half of the amount for the blennium 1916-1:
	Albion Lewiston	Carbondale Charleston De Kalb	Macomb Normal Indiana:	Terre Haute Kannas:	Euporta. Hays Fittsburg.	Bowling Green Frankfort Richmond	Natchitoches	Castine. Farmington Corban.	Machias. Presque Isle gruband:	Bowle Frostberg. Towson.	Boston. Bridgewater Filchburg.	Frantingnam Hyannis Lowell	Salem Westfield.	Menigan: Kalamazoo Marquette Mount Pleasant Ypsilanti.	



	Total avadlable for use.	92	### ### ### ### #### #################
	All other sources.	11	2. 2. 3. 3. 4. 5. 7. 4. 6. 6. 6. 6. 6. 6. 6. 6. 6. 6. 6. 6. 6.
, 10	Current expenses.	10	8. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3.
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jung.	Board, room, etc.	2	813, 718 15, 000 30, 101 30, 101 17, 518 1, 572 1, 572
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Ţ.	Value of grounds and buildings.	+	2.5.5.000
& —	library, apparatus, machinery, furniture.	63	(2) 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	Bound volumes In library.	94	98.525
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3/	statistics of normal schools, 1917-1918.	03
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٧	volumes in library.	apparatus, machinery, furniture.	grounds and buildings.	ment funds.	Tuition,	Board, room, etc.	• produc- tive funds.	Increase of plant.	Current expenses.	Sources.	for use.
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TABLE 44.—State normal schools—Expenditures, 1917-18—Continued		Auxiliary agencies	activities.	•	3,049 404	3,800	8,237	12,836 3,338 9,992	2,945	8, 107 1, 107 100 1, 100 1, 100	009	3, 597	3, 610
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s normal s	Instruction.		Deans and teachers.	1.0	8 3.22 3.52.22	55, 52, 53, 53, 54, 56, 56, 56, 56, 56, 56, 56, 56, 56, 56	61,982	8,8,1;¢ 8,8,2 8,8,8,8 8,8,8,8,8	46,529	38, 668 57, 959 65, 300 56, 500	41,583	38,025 78,601 67,108	31, 434
44.—State	d	tional.	Other ex- penses.	4	2,6,7, 88,88	4,987	10,278	1,2,2,1 1,880 1,880 1,880 1,880	4,068	7, 180 4, 900 4, 480	1,006	2,580	3,450
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CHAPTER II.

STATISTICS OF PUBLIC HIGH SCHOOLS, 1917-18.

CONTENTS.—Classification of high schools—Junior high schools—Number of high schools—Public and private high schools—Size of high schools—Number of schools of each type—Amount of schooling afforded by the high schools—Number of instructors—The teaching load—Number of students—Distribution of students by grades—How much schooling each student gets—Four-year schools—Rate of increase in high-school enrollment—Per cent of population in high schools—What the schools offer—Oraduates—Graduates going to collego—High-school property—High-school literaics—The cost of high-school education—Salaries of principals—Expenditures for sites, buildings, and other permanent improvements—Statistical tables.

The following pages present the statistics of public high schools. revealing as far as possible the direct bearing of the data collected on current secondary school problems. To accomplish this end the presentation, necessarily, is divided into two fields: First, that making historical comparisons, and second, that showing present con-The first shows trend or evolution; the second, status or accomplishment. The former treatment is limited by the scope of all previous inquiries; the latter, only by the brevity of the statistical schedule now in use. As the statistics of public and private high schools were not tabulated separately previous to 1890, no attempt has been made to autedate this beginning in the establishment of historical trends. Where the statistics of private high schools have been incorporated, their inclusion has been definitely indicated. The basis used in separating the public and private high school is that of control. A secondary school controlled by a publicly elected or appointed board of education has been considered as a public high school—all others as private high schools or academies. As the classification adopted may not always conform to the local conception of a public or private high school, some of the schools locally considered as public may have been included in the report on private high schools, or vice versa. As the list of public high schools is very large, the detailed statistics of each school have not been printed. State summaries, however, have been made, and grand summaries for the United States. The statistics have been focalized by means of graphic presentations, disclosing important relationships not readily apparent in tabular form.

CLASSIFICATION OF HIGH SCHOOLS. ·

Probably no one factor has influenced the development of the modern high school more than the standards determined by the



various accrediting associations and bodies. There is no national accrediting association which would serve to bring all high schools up to the same minimum standard. The sectional accrediting associations have different standards. It may not be possible for a representative number of high schools in each State to meet the standards established by one of these sectional associations operating in another part of the country. Consequently, greater fairness will ensue if the classification of high schools determined by each State prevails. Ordinarily, the high schools in a State are rated by the State board of education, or by the State superintendent of public instruction, to determine the fitness of their graduates to meet college entrance requirements. The standards set vary in the different States, but generally a school is not given first rating unless it offers four years of secondary work and meets the entrance requirements prescribed by the State university or some other recognized college or university. In a few instances the State university prepares the classification of high schools. In this report the high schools in each State are divided into three classes, viz, fully accredited, partially accredited or recognized, and nonaccredited high schools. The first class includes those schools whose graduates are unconditionally admitted to collegiate work in the State university or some other generally recognized standard college or university. The second class of schools includes those whose work is recognized by the college or university for meeting only a part of the prescribed entrance requirements, and which either do not offer four years of secondary work or offer some work of a lower grade than the college or university cares to recognize. On the other hand, partially accredited schools may not offer a curriculum including some of the subjects which first-class schools offer. These schools are generally of lower grade than the fully accredited schools. The third class of schools includes all high schools which have not yet been officially recognized by the accrediting body. In a few States such schools do not exist. In a few other States many important schools, refusing to comply with the standards set by the State accrediting body, are still in this class. But in general the nonaccredited schools are of lower grade than the partially accredited high schools. In every case the classification used is the one reported to the United States Bureau of Education by the State superintendent of public instruction. So many problems are contingent upon these classifications that the data reported by the various high schools have been tabulated accordingly.

The reports also have been tabulated to show the statistics of four-year, three-year, two-year, and one-year high schools. As many four-year high schools are not fully accredited, the preceding classification as to grade does not suffice for all purposes. In this classification the States are fairly and impartially compared. No



local definition operates to put any State at a disadvantage. The further importance of this grouping will appear in proper sequence.

Another classification of the data supplied has been made to show separately the statistics of city and rural high schools. This classification has been made on the basis of support, it being generally agreed that rural support will look toward rural interests, and city support toward city interests. The following definition of a rural high school has been used in grouping the reports: A rural high school is one supported by a State, a county, a township, or a district (not in the sense of a single school district), or by an independent village which had a population less than 2,500 in 1910. Union high schools are considered as rural. A city high school is one supported by a city having a population of 2,500 and over in 1910. Many of the rural high schools are located in cities having a population of 2,500 or over, and in many instances serve as city high schools as well, but are supported by a rural taxing unit, i. e., by a unit larger than that determined by the corporate limits of the city proper. In case the city had a population of 10,000 or over, such a dual high school has been considered as a city high school, it being thought that such a large municipality would more generally determine the curriculum of the high school and would contribute very largely to These city high schools have been divided into two groups, the first including all of those high schools supported by cities which had a population of 5,000 or over, and the second those supported by cities having a population from 2,500 to 4,999 in 1910. There are about as many cities in the first group as in the second, but about twice as many high schools. This division enables one to compare, roughly, the statistics of high schools in the larger cities in 1918 with the corresponding data for city schools found in the preceding statistical report of the Commissioner of Education. If some to inclined to question the practice of considering as cities municipalities having a population from 2,500 to 4,999, the statistics of the high schools located in such places may be combined with those of rural high schools. To facilitate reference to these two classes of cities in the following pages the larger municipalities are denominated "cities" and the smaller ones, "villages."

JUNIOR HIGH SCHOOLS.

A further classification of high-school statistics has also been made to show the present status of the junior high school movement. In no case have any pupils in the sixth grade been considered as junior high-school pupils. In only a very few instances has an organization of the seventh and eighth grades alone been considered as a junior high school, it being thought that such a plan savored strongly of departmental teaching in the elementary school. General



ally, the junior high school includes pupils in the seventh, eighth, and ninth grades, and the senior high school, students in the tenth, eleventh, and twelfth grades. In no case has a junior high-school organization been allowed to appear in this report if the senior high school associated with it did not continue through the twelfth grade, thereby giving opportunity to all students to complete a four-year secondary course. The rigidity with which the reports were edited in these respects has probably reduced the statistics of junior high schools to a truthful minimum. The inclusion of the statistics of junior high schools in this report has not obliterated the purely secondary school statistics and has not vitiated historical comparisons.

High schools which have not been organized into junior and senior high schools, but which are still operated on the conventional two-year, three-year, or four-year plan are called "regular" high schools in this report.



Items.	1190	1892	1881	1896	888.	1900)	1902	1904
Schools reporting.	2,526	3,036	3,964	1,974	5,315	6,005	6,292	7,230
echers: Mean. Total.	3,597 5,280 1 9,120	6,396 1 9,564	5,738 6,382 12,120	7, 236 8, 474 18, 700	8,542 9,309 17,941	10, 172 10, 200 20, 372	10,968 11,467 22,415	2,2,3,4 2,3,5,5,4 2,5,5,5,4
Students: Boys. Gris. Total. Total.	85,451 116,331 1 202,983	95,369 142,316 1 239,556 04,854,551	117, 202 172, 072 289, 274 67, 891, 380	157, 942 222, 551 380, 463 70, 586, 321	189,187 280,413 449,000 72,737,100	216, 207 303, 044 519, 251 75, 997, 687	225, 914 325, 667 350, 687 35, 544, 816	286, 039 369, 769 635, 808 81, 241, 246
Fer cent of total population in high schools. For cent of all secondary students enrolled in public states.	high	0.37		٠.		60.08 4.48		0.78
Coared students, included above: Boys, definition of the coare of the	2,512 3,307 5,803	-04	2,640	2, 730 4, 738	2, 142 4, 164 6, 308	2, 88 5,740 396	2,767 5,901 8,968	3, 437 7,096 10,632
Graduster: Dort. Girls. Military drill.	7, 692 14, 190 21, 892	9,517 18,055 28,499	13, 233 24, 095 37, 328	16, 498 229, 306 45, 864	19, 247 33, 775 53, 022	22, 575 39, 162 61, 737	23, 738 42, 476 06, 262	27, 921 47, 556 75, 478
Schools offering.				8, 274	9,032	10,465	88,80	80.208
Librarios: Schools reporting: Volume: Awarge volumes to a school.	9:4,832		1, 572, 690	3,921	4,341 2,380,895 548	2, 727, 003	5,726 3,710,098 648	6,656 4,107,086
Midings and grounds: Schools reporting.	\$49,171,542		2,943	3,872	4,370 \$83,096,050	4,742 896,131,695 830,272	5,447 \$120,057,600 \$22,041	6, 664 \$157,771, 530
mittle apparatus, furniture, etc Schools reporting. Value. A wessex	€€		E E	æ	€€	£6	€€ •	EE
Amount spent for new buildings and grounds. Schools reporting. Amount Teachers to a school. Student to a school. Student to a school.	36.	8 9 % 0 0 0	23.0	6 15 K	* * * * * * * * * * * * * * * * * * *	98.93 4 8.54	6,5% 6,0% 6,0%	
Eigh schools for boys only. Bigh schools for girls only.						•	25.2	38



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B. Chools chools chools grounds:	1916	12,000	88.98 18.18 18.18		7,7,8,	78,748 113, 42 192,810	38 3	11, 407 7, 301, 702 640	11, 596 \$450,039,704 \$38,810	10,940 833,880,946 83,102	8	
ms. Cebools.	Januar nign	11,515	32,047 32,862 57,900	541,486, 677,318 1,228,804 98,731,334 1.33	6,227 11,937 18,164	64, 491 96, 115 100, 606	9,532	6,829,613	11,008 1378,173,365 534,334	\$16,447,825 \$1,615	\$21,530,142 5.0 105.8 21.0 35	
ms. Cebools.	1912	11,224	22, 92, 53, 530 51, 853	489,048 616,312 1,105,340 85,545,336 1.16 88.6	5, 721 10, 800 16, 521	55, 362 82, 518 137, 880		10, 329 8, 185, 937 599	942, 830 \$30, 623	8.21, 967, 946 82, 294	2.645 4.6 4.6 84.6 21.3 21.3	
ms. Cebools.	1910	10, 213	18,880 22,777 41,667	386,525 516,536 915,061 91,972,265 1.00 88.6	. 4,306 8,330 12,636	25.55 25.75 25.75 25.77		8,969 5,032,814 561	\$217, 903, 714 \$25, 692	\$13, 435, 789 \$11, 703	\$19,366,049 4.1 89.6 34 22.0	nds.
ms. Chools rounds:	. 8061	8,990	8, 53 18, 53 86, 53 86, 53	377, 903 442, 653 770, 456 86, 948, 061 0, 89	9,8362	34, 458 55, 744 80, 232		8,350 5,162,770 618	8, 299 685, 207 \$27, 797	\$11,312,356 \$1,556	28.8 28.8 28.8 28.8	dings and grou
choolis collection of the choolis collection	9061	8,031	14,336		٠.	31,696	9, 427	1,415,079	\$181, 223, 880 \$24, 759	£	3.8 90.0 23.4 40	uded with bull
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TABLE 2,-Review of statistics of public high schools, 1907-1918 (no previous data).

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504	. Items.	1907	306	1909	1910	1911	1912	1913	1914	1915	1916	8161
720	Students in frat year.	288,748	333, 274	364,128	392,505	421,335	461,288	464,625	497,110	543,028	590, 110	654, 935
-8	For cent of total number. Students in second year.	182,136	200,265	228,129	247, 936	263,213	299,304	306,678	325,960	354, 705	391,301	441,868
]		11.8, 485	137, 526	149,955	163, 178	176,990	201,31	211,352	228, 999	245,3%	288, 762	309, 208
•	For cont of total number. Students in fourth year. For cont of total number.	77,916	90,391	101,051	111,444	123, 139	143,457	133, 116	168,736	186,873	205,888	239, 160
	Schools giving the academic course.					10,111	11,068	11,122	11,398	11,635	11,944	113,268
	Per cont of total number Students in the aradomic course. Per cent of total number.			493,361	5#2,(13%	280,281 20.38 20.38	8.6.9.8 6.6.9.9.	880, 289 77. 6	933,822	1,044,200	1,128,146	11,246,523
	Schools giving the commercial course. For each for total number. Students in the commercial course. For each of total number.		,		 : : : : : :	1,752 17.1 110,925 12.3	1,913 17.0 128,977	2,001 18.5 18.5 154,042 13.6	2, 191 19. 0 161, 250 13. 2	2, 863 24. 5 208, 805 26. 3	2,944 23.7 243,185 16.7	1 2,953 21. 2 1 278,275 16. 0
	Schools giving the technical course. Per cent of total number. Students in the technical course. The cent of total number.					64.7 66,510 6.8	943 8.4 78,176 7.1	1,113	1,312 11.4 80,840 6.6	2, and 24. 1 139, 731 11.5	2,442 20.8 125,807	11,831 13.1 196,833
. C. 100	Schools giving the chertraining course For cent of fotal number Students in teacher-training course.					711 714 6.9 14,680	838 7.5 17,311	931 8.3 21,425 1.9	1,051 9,1 21,078 1.7	1, 1% 10, 2 25, 721 2, 1	1,373	11,228 8.8 126,675
	Schools giving agricultural course. Per cent of total number. Students in agricultural course. Per cent of total number.					965 9.4 20, \$ 42 2.0	20, 55. 9 1. 9 1. 9	1,207	1,533 13.5 32,021 2.6	4,865 40.0 90,708 7.4	2,941 24.8 60,925 4.2	12,012
	Schools giving home-conomics course. Per cent of total number. Expedents in home-conomics course. Fer cent of total number.					. 591 5. 8 32, 878 3.3	2,244 42,244 3.8	1,339 11.9 67,075 5.9	1,655 14.4 79,574 6.5	3,488 20.9 160,575 13.2	3, 161 5 137, 290 9.4	2,845 20.5 1101,987 5.9
	Four-year schools reporting For east of total number			**	6,421	6,732	7,696	7, 839 69.5	8, 275 71. 9	%, 4. 0	8,906 74.2	10,638
		ת	soludes sta	tistics of ju	Includes statistics of Junior high schools reporting	chools rep	orting.		,			



8161. 9181 F161 F161 E161 E161 E161 E161 E161 E16	25, 749 86, 894	62, 492 56, 870 62, 643 75, 304	501,841 561,573 618 851 671,774 624,615 692,378	1,125,456 1,236,099 1,362,514 1,564,152	92.4 93.0 93.6 95.1 100.0 100.					· **	_		•		
1913	29, 589	47,788	577, 246	1,634,940		year, 44.8.				•					
1913	18,756 6 28,724	45,480	16 439, 854 11 557, 701		9 90.3 0 100.0 1.3 96.4	53.2; fourth	~		``						
101	36 16,004 76 22,776	12 33,740	47 878,946 47 490,611	-	55.2 100.0 05.1 05.1 05.1 05.1 05.1 05.1 05.	third year,						•			`
00 1910	14,586	35,332	348,587		100.0 65.9 51.8 50.0 50.0 50.0 50.0 50.0 50.0 50.0 50	1917 are for t									
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19.7			<u>.</u>		100.0	The survival percentages for 1917 are for third year, 53.2, fourth year, 44.8.					*	· Green		•	
Items.	opcioera in such schools: Wen. Worsten	Total	indents in much schools: Boyn. Gara.	,	For cent of total number— mrdval percentages: First year Shound year Third year	* Th		•				and the second		4.	



NUMBER OF HIGH SCHOOLS.

The total number of high schools included in this report is 13,951. This number represents an increase of 1,948 over the number reporting in 1916. The mailing list maintained by the Bureau of Education includes the names of 16,300 public high schools. This mailing list has been compiled from lists of high schools supplied by the various State officers of education, and undoubtedly is complete. It is, therefore, evident that 2,349 high schools did not submit a report to this office in 1918. The other figures in Table 1 showing the number of schools reporting are probably correspondingly small. The number of public high schools has increased over 452 per cent since 1890. Some concrete conception of this enormous increase may be gained when it is noted that more than one high school has been established each day in each calendar year since 1890—a high school a day for 28 years.)

PUBLIC AND PRIVATE HIGH SCHOOLS.

The comparative importance of public and private high schools in educating the youth of the Nation is shown graphically in figure 1. In 1890, when the statistics of public and private high schools were first treated separately, only 60.8 per cent of the high schools in the country were under public control. In 1918 over 87 per cent of all secondary schools reporting are under public control. These percentages are not to significant, however, as those pertaining to the student body. At the former date 68 per cent of all high-school students were enrolled in public schools; at the latter date the corresponding percentage had risen to 91.2 These complementary changes should not be misconstrued. It is shown in the report on private high schools that the increase-in enrollment in these schools has about kept pace with the increase in population. In figure 18 it is seen that public high school enrollment has advanced at a much more rapid rate than the mere increase in population would indicate. It is, therefore, seen that the changes evident in figure 1 are not due to an absolute decrease in the status of private high schools, but to the phenomenal increase in the importance of public high schools. The "student" curve in this figure runs above the "school" curve because the average public high school enrolls a larger student body than the average private high school.

SIZE OF HIGH SCHOOLS.

The rapid progress made by the present high-school movement has brought into existence a number of small high schools which have not yet reached "maturity." With the growth of cities large high schools develop; with the movement to carry high-school advantages to rural children many small high schools spring up. Upon



the size of these high schools depends the possibility of offering a narrow, or an enriched, program of studies. The State course of study for secondary schools must conform largely to the size of high schools which it is destined to govern. With the large high school

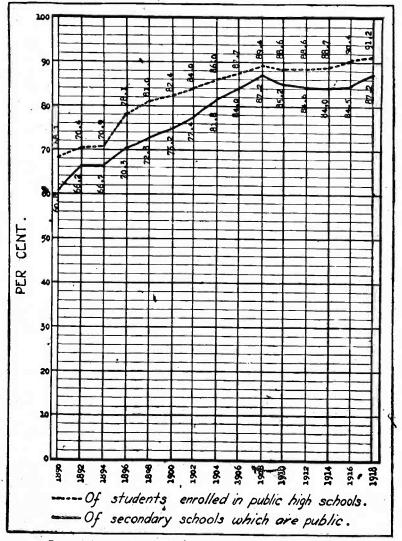


Fig. 1.—Public high schools versus private high schools and academics, 1890-1918.

comes a larger teaching staff and an opportunity to offer commercial, home economics, manual training, trade training, and teacher training subjects, as well as the usual academic work. The smaller high schools with only one, two, or three teacher can not hope to offer



so great a variety of training and usually limit their activity to giving the academic subjects, or possibly a small amount of work in agriculture.

The development of athletic activities must necessarily be restricted in these smaller schools. So vital is this information thought to be to those who determine the policies of the high schools that a careful study has been made concerning the distribution of high schools in each State according to the number of students enrolled. Junior high school students have been included in this analysis.

TABLE 3 .- Data used in the construction of the curves in figure 2.

	Ccho United	olain States.		ols in husetts.		olรใก งานล.	Scho Mon	ols in tana.		ols in inia.
Number of pupils.	Num- her.	Per cent of total.	Num- ber.	Per cent of total.	Num- ber.	Per cent of total.	Num- ber.	Per cent of total.	Num- ber.	Per cent of total.
1	2	8	4	5	6	7	8	9	10	11
1-25 29-50 29-50 51-75 70-100 101-125 126-150 151-175 175-200 201-225 220-250 231-275 278-300 301-325 328-350 351-375 378-400 401-425	3, 222 3, 520 2, 166 456 348 265 171 139 124 410 86 95 66 64	23. 1 27. 4 15. 5 9. 0 5. 7 3. 2 2. 5 1. 0 . 8 . 7 . 5 . 4	10 45 27 14 15 13 6 8 4 7 5 4 4 6	4.2 18.9 11.3 5.3 5.5 2.5 1.7 2.9 2.1 1.7 2.5 1.7	35 29 24 22 19 10 7 5 5 6 4 8 3	1.8 14.5 12.7 10.6 8.7 8.0 9.3 6.9 3.6 2.6 2.5 1.8 1.8 1.9	50 25 16 13 6 1 0 2 1 1 0 0 0	40.3 20.2 12.9 10.5 4.9 .0 1.6 .8 .0 .0 .0 .0	152 160 45 21 11 4 8 4 2 0 0 0 0 0	36.6 38.6 10.8 5.1 2.6 1.0 .7 1.0 .5 .0 .0 .0
428–450. 451 -474. 476–500. O ver 500.	46 33 34 632	.3 .2 .2 4.5	3 2 1 60	1.3 .8 .4 25.2	2 2 1 45	7 / 4 16. 4	0 1 1 5	.0 .8 .8 4.0	0 2 0 8	7.5 .0 1.9
Total	13,951	100.0	238	100, 0	275	100.0	124	100.0	415	100.0

If the high schools in the United States are assembled in groups in such a manner that group one includes all schools enrolling 1 to 25 students; group two, those schools with 26 to 50 students; group three, the schools having from 51 to 75 students, etc., it is found that almost one-fourth of the high schools in this country have fewer than 26 students, and over one-fourth of them from 26 to 50 students. Thus over one-half of the high schools have an enrollment not exceeding 50 students. Less than 5 per cent of the high schools have an enrollment exceeding 500 students. These facts are shown in Table 3 and in figure 2.

In this figure, also, similar curves have been constructed for California and Massachusetts, both of which have comparatively large percentages of schools enrolling a large number of students, and for Montana and Virginia, both of which have comparatively large percentages of very small schools. Clearly, the curricula possible in the



larger schools in California and Massachusetts could not be prescribed for the smaller schools in Montana and Virginia. It is shown below that the per student cost in larger high schools is less than that in small high schools. It can not be maintained, therefore, that greater efficiency will, necessarily, result from a large per capita cost in sec-

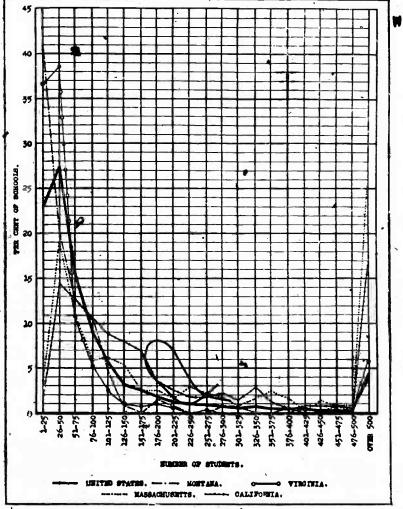


Fig. 2.—Percentage distribution of high schools according to Enrollment in the United States and in four representative States, 1917-1918.

ondary education. In Virginia three-fourths of the high schools do not have an enrollment exceeding 50 students. In California only one-sixth of the high schools are so small. More elaborate high-school activities, therefore, can be required of the high schools in California than of the high schools in Virginia.



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States	-	United States	Alebama. Arthora. Arthansas Californa. Colorado.	Connecticut. Delaware. District of Columbia Fiorda. Georgia.	Mano. Minos. Didana Jove Kanses	Kentraky Cousina Marina Marjand Marjand	Afebigan Minisota Misiesippi Missouri Montana	Nebrada. Newsida. New Hampstire. New Jersey. New Mexico	New York. North Carolina.

TABLE 4.—Number of high schools enrolling the number of students indicated in the headings, 1917-18.



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TABLE 4.—Number of high schools enrolling the number of students indicatea in the headings, 1917–18—Continued							
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In Table 4 the high schools of each State have been assembled in groups of 50 students each. From this table any State can determine the comparative size of its high schools.

TABLE 5.—Significant points relating to the enrollment in public high schools, 1917-18.

			Number of	pupils in—	-		Total	Total
States.	Smallest school.	First quartile school.	Median school or point.	Third quartile school.3	Largest school.	Average school.	number of high schools.	high- school enroll- ment.
1.	2	8	4	5	8	8	8.	9
United States	2	27	50	100	8,440	124	13,951	1,735,619
Alabama. Arizona. Arkansas. California. Colorado.	6	32 49 - 27 68 36	58 85 46 128 72	95 212 85 299 145	2, 191 911 1, 196 8, 440 1, 490	95 166 86 835 153	196 25 149 - 275 133	18,532 4,159 12,844 92,100 20,342
Connecticut. Delaware. District of Columbia. Florida. Georgia	10	71 22 497 18 28	127 44 850 84 47	340 68 1,127 66 97	3,001 1,142 2,489 1,663 1,003	325 83 989 - 80 85	71 31 7 115 280	23, 103 2, 566 6, 926 9, 207 23, 739
Idaho Illinois Indiana Towa Kassas	10 5 6 2 10	· 25 29 35 25 32	52 55 54 45 52	106 110 84 87 100	1,048 8,075 1,830 1,585 2,152	188 188 188	117 651 717 677 539	11, 023 106, 097 20, 411 56, 199 54, 823
Kentucky Louisiana Maine Maryland Massachusetts	10 8 5 10	22 80 24 39 55	87 43 48 60 131	68 72 82 134 520	1,979 982 1,383 1,427 3,294	75 73 89 147 3 52	293 210 203 92 238	21,876 15,281 18,121 13,554 83,724
Michigan. Minnesota. Mississippi Missouri Montana	9 10 10 3 3	27 29 29 23 14	64 760 50 43 37	: 127 118 96 89 80	2,664 2,601 1,091 2,256 1,127	142 130 78 101 86.	519 407 172 573 124	73, 845 52, 937 13, 421 57, 786 10, 669
Nebraska Nevada New Hampshire New Jersey New Mexico	9 13 6 12 3	24 24 32 88 29	43 41 54 167 52	71 88 130 856 104	2,112 400 1,145 2,670 415	72 67 124 348 87	421 23 76 152	30, 332 1, 530 9, 386 52, 920 8, 750
New York	3 5 10 4 40	28 25 16 25 24	55 41 29 47 50	123 64 57 87 108	7,508 675 572 2,321 1,914	229 60 50 120 98	729 296 356 937 364	167, 187 17, 852 12, 816 112, 159 35, 632
Oragon Pennsylvania Rhode Island South Carolina South Dakota	4 5 9 10 d	17 24 75 27 24	37 42 210 41 40	76 111 645 66 67	1,880 2,600 1,279 516 680	106 135 877 60 62	183 994 22 147 195	19, 401 134, 518 8, 304 8, 770 12, 138
Tennessee. Texas. Utah. Vermont. Virginia.	6 4 . 36 13 10	21 26 88 38 19	50 177 83 82	80 86 297 147 50	1,498 1,849 1,809 916 1,991	79 94 295 118 64	226 673 43 78 415	17, 963 63, 049 12, 600 9, 237 26, 640
Washington. West Virginia. Wisconsin. Wyoming.	9. 8 18 6	10 25 45 19	41 53 69 46	96 100 140 105	2,002 1,955 1,274 389	119 109 138 78	298 164 362 43	34,902 17,863 _49,949 3,347

¹. The school one-fourth of the way from the smallest to the largest one. Thus in Alabams it is school number 49; in Arispna, school number 6; in New Maxico, school number 11; and in Rhode Island, school



In case of an odd number of schools the median represents the middle school. Thus in Arksons it is school number 13. In case of an even number of schools it represents the point midway between the two middle schools. Thus in Alabama it is the point midway between schools number 98 and 98.

The data exhibited in Table 5 were secured in the following manner: The high schools in each State were arranged in the order of the total number of students enrolled in each school, beginning with the smallest and advancing to the largest. The enrollment in the smallest school and in the largest school in each State is shown in the table. The school one-fourth of the way from the smallest to the largest school is called the first quartile school; the one half-way up the array, the median school; the one three-fourths the way up, the third quartile school. Thus, one-fourth of the high schools in the United States enroll from 2 to 27 students; another fourth, from 27 to 50 students; another fourth, from 50 to 100 students, and the last fourth, over 100 students.

Similarly, one half of the 13,951 high schools in the country have an enrollment between 27 and 100 students. A distribution of all the high schools in each State also appears in this table.

These facts for the different States are shown graphically in figure 3. The States are here arranged in the order of the magnitude of the median school. Rhode Island (the District of Columbia not being considered) has the largest and North Dakota the smallest median school. In Rhode Island as many schools have an enrollment greater than 210 students as have an enrollment less than that number. In North Dakota the corresponding dividing line is the school enrolling only 29 students. If the arithmetical average had been used instead of the median, the graph would tell a different story. Thus New York would come seventh in the list instead of sixteenth, the very large high schools in New York City having a tendency to draw the average away from the median for the State. The inadequacy of the arithmetical mean to describe this central tendency is clearly shown in this instance, since over three-fourths of the high schools in New York State have an enrollment less than the average. A similar condition prevails in many other States. In fact, over three-fourths of all high schools in the United States have an enrollment considerably less than the average, the average being 124 and the third quartile only 100.

The dotted line at the left in figure 3 indicates the enrollment in the smallest school in each State. Thus, Utah has the largest smallest school, and Iowa the smallest smallest school. The left end of the black bar in each State indicates the size of the first quartile school and the right end of the bar the size of the third quartile school, The bars embrace the zone including the middle half of the schools in each State. Thus, in Massachusetts one-half of the schools enroll from 55 to 520 students. A short bar indicates that one-half (middle) the schools in a State are about the same size, while a long bar indicates a wider distribution. A few very large schools do not operate materially in prolonging the bar.

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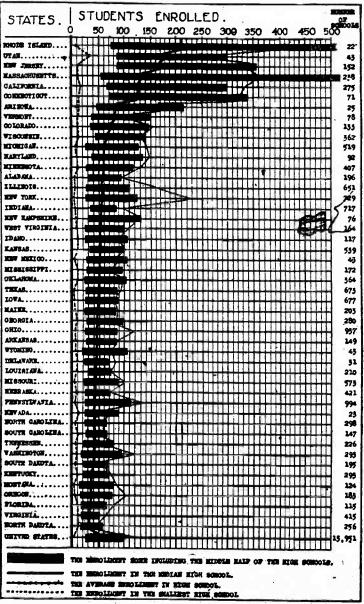


Fig. 3.—A classification of the high schools in each State, based on the total caroliment in each school, showing the smallest school, the first quartile school, the median school, the third quartile school and the average school. The left end of the bar indicates the enrollment in the first quartile school. The total length of the bar denotes the distribution of smallment in the middle fifty per cent of the high schools, 1917-18.



It is of interest to note that a few high schools have a very large enrollment. Altogether, 632 schools (see Table 4) in the United States enroll over 500 students, and 278 schools enroll over 1,000 students. These schools are larger than most colleges and universities, and employ large faculties and offer a wide variety of subjects. The five largest high schools in the United States reporting to the Bureau of Education in 1917-18 are named below:

- (1) Polytechnic Evening High School (for boys), Los Angeles, Calif. Enrollment, 8,440.
- (2) Commercial High School (for boys), Brooklyn, N. Y. Enrollment, 7,508.
- (3) Morris High School (coeducational), New York, N. Y. Enrollment, 6,733.
- (4) Washington Irving High School (for girls), New York, N. Y. Enrollment, 5,785.
- (5) Stuyvesant High School (for boys), New York, N. Y. Enrollment, 3,325.

In no case do they include the elementary grades of junior high schools. In fact, they have not been organized into junior and senior departments.

TABLE 6.—Data used in constructing the curve of actual distribution shown in figure 4.

	Per cent of schools in each group.	Accumu- lated per- centages of schools.	Enroll- ment in schools of each group.	Per cent of total en- rollment in each group.	lated per- centages of
1	2	8	4	. 5	•
1	555555555555555555555555555555555555555	5 10' 15' 20' 220' 35' 35' 40' 45' 55' 60' 65' 70' 75' 80' 90' 90' 90'	757, 496 227, 960 135, 208 97, 818 77, 289 64, 564 54, 446 41, 641 87, 017 29, 301 26, 157 23, 062 20, 250 17, 526 15, 017 12, 680 10, 146 7, 229	43.7 13.1 7.8 5.6 4.5 3.2 2.7 2.4 2.1 1.9 1.7 1.5 1.3 1.2 0.7 0.0	43. 7 50. 8 64. 6 70. 2 74. 7 78. 4 81. 0 84. 3 86. 7 92. 4 95. 2 96. 4 97. 4 98. 99. 0 99. 0
Total	100		1,735,619	100.0	

The foregoing considerations relative to the size of high schools do not definitely indicate the percentage of students efrolled in these large schools. While, relatively, few schools are very large, they enroll a large percentage of the student-body. In figure 4 it is shown that 5 per cent of the schools enroll almost 44 per cent of all students. Twenty per cent of the schools enroll seven-tenths of the students. Conversely, one-half of the students enrolled are found in about 7 per cent of the schools. If each school enrolled exactly the same number of students, the curve of actual distribu-



tion would follow the line of equal distribution. The bowing of the former away from the latter indicates the inequality in the distribution of students in the various high schools. Greater variation exists among the public high schools than among the private high schools, as will be observed if this figure is compared with the cor-

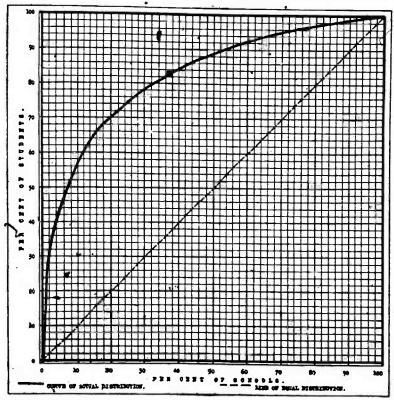


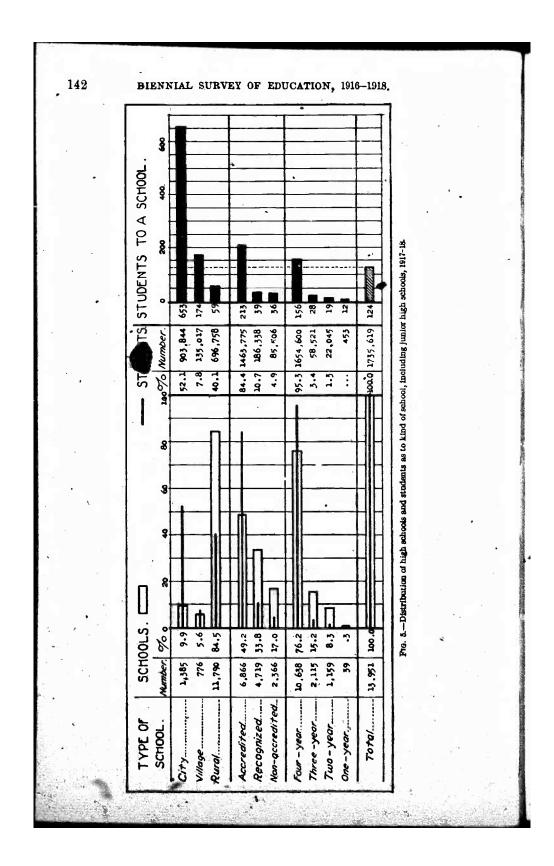
FIG. 4.—Percentage of students enrolled in any desired percentage of schools, 1917-18. To read the curve from the base line follow the vertical line from a given point to the curve of actual distribution. Find the point on the vertical scale corresponding to this intersection. In a similar way the curve may be read from the vertical scale.

responding one relating to private schools, found in another chapter of this Biennial Survey.

NUMBER OF SCHOOLS OF EACH TYPE,

In figure 5 the public high schools and the students have been classified in accordance with the types of high schools for which statistics have been compiled. The number of city high schools constitutes less than 10 per cent of the total number of high schools, but they enroll over 52 per cent of the total number of students. Almost 85 per cent of the high schools are cural, but such schools







enroll only about 40 per cent of the students. The average size of a city high school is 653 students, while that of a rural school is only 59 students. The village high schools occupy intermediate grounds, as shown in the figure.

Almost one-half of the high schools are fully accredited, and they enroll over 84 per cent of all students.

The average number of students enrolled in an accredited high school is 213. The recognized or partially accredited high schools constitute almost 34 per cent of the total number of high schools, but they enroll only 10.7 per cent of the total number of students. They have an average enrollment of only 39.

Over 76 per cent of all high schools offer a four-year course. These schools enroll over 95 per cent of the total number of students. It is highly significant, that only 5 per cent of the students attending high school do not have the advantage of taking a four-year high-school course. As many of the three-year high schools annually evolve into four-year schools, this meager 5 per cent is unquestionably too large. The average enrollment in these four-year high schools is 156, while the schools with shorter courses are very small. It should be remembered that figure 5 includes the statistics of elementary grades in junior high schools.

AMOUNT OF SCHOOLING AFFORDED BY THE HIGH SCHOOLS.

The length of the high-school course does not afford a good criterion by which to judge the actual amount of schooling offered. The length of the school year, or of the school term, is highly significant in this respect. To correlate these two factors, figure 6 has been prepared. The high schools are classified into four groups, according to the length of the school term provided. Group I includes all schools having a term greater than 180 days; Group II, the schools with a term of 161 to 180 days; Group III, the schools having a term of 141 to 160 days; and Group IV, the schools having a shorter term. The first group includes schools with a term of 91 or 10 months; the second, schools with a term of 81 or 9 months; the third, schools with a term of 7½ or 8 months; and the fourth, schools with a shorter term. The vertical axis shows the percentage of schools having a course of stelly of one, two, three, or four years. The horizontal scale shows the percentage of schools having the term groups indicated in the legend. Thus, 76.2 per cent of all high schools offer a four-year course, and 64.5 per cent of these are open from 161 to 180 days during the year. The three-year zone is surprisingly large, but represents only a small percentage of the number of students, as shown correlatively in figure 46. Figure 6 represents the actual amount of all secondary schooling offered in 1917-18, since the junior high-school factor has been omitted from consid-



eration. Similar diagrams might be prepared for the respective States to see how each compares with this common practice.

The corresponding data have been given in tabular form for each State in Tables 35, 36, and 37. In the first table it is shown that 288 schools had a term of only 140 days, or fewer. Sixty of these schools are in Indiana; 50, in North Carolina; 49, in Pennsylvania; and 63, in Texas. Altogether 9,186 high-school students have no longer term

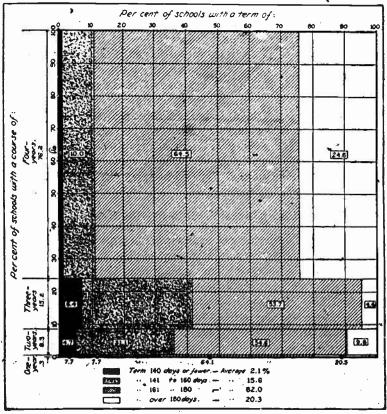


Fig. 6.—Distribution of 13,951 problic high schools according to length of course and length of term, 1917-18.

than 140 days. It is also shown that 2,179 schools, with 83,097 students, run from 141 to 160 days. Of this number, 99 are in Florida; 472, in Indiana; 147, in Missouri; 193, in North Carolina; 285, in Ohio; 300, in Pennsylvania; 174, in Texas; and 120 in Virginia. From these facts it is seen that very many high schools in certain States are not maintained over 8 months.



TABLE 7.—Grand summary of the number of instructors in the various types of high schools, 1917-18.

				Inst	ructors	in-	_					
Type of school.		unior h schools			enior hi sehools			gular h schools			al num! struct o	
	Men.	Women.	Total.	Men.	₩отеп.	Total.	Men.	Wотеп.	Total.	Ven.	Women.	Grand total.
1	2	3	4	5	В	7	R	9	10	11	12 `	18
Fully accredited	727 35		3,543 18	862 65 20	- 156	7221		7,410	12,013	21,819 4,703 2,259	7,715	12, 418
Four-year Three-year Two-year One-year			3,788	917	2, 299	3,246	24, 336 1, 829 870 23	47,422 2, 205 781 22	4,034	26,059 1,829 870 23	53,033 2,205 781 22	
City Village Rural	535 75 166			475 125 347	382	507	11, 196 1, 534 14, 328	20, 456 3, 878 26, 396	5,412	1.731	23, 378 4, 609 28, 054	6, 343
All schools	776	3,012	3,788	947	2, 299	3, 246	27, 058	50, 730	77, 788	28, 781	δ6 ₁ 041	

NUMBER OF INSTRUCTORS.

From a historical viewpoint one very significant trend is apparent in figure 7. Since 1902 the number of women teachers has been increasing more rapidly than the number of men teachers. At the present time only about 34 per cent of all high-school teachers are men. In 1890 only 9,120 high-school teachers were employed, but 81,034 teachers were employed in 1918 for purely secondary work (omitting instructors in elementary grades of junior high schools). With the development of the present high-school movement, many new teaching positions have been created. In 28 years this demand for high-school teachers has increased eightfold.

A classification of high-school teachers is given in Table 7, showing the number of men and women employed in each type of school. These figures are comparable with corresponding data for the student body shown in Table 8.

THE TEACHING LOAD.

A highly commendable trend is evident in the upper curve of figure 8. The "teaching load," or the average number of students to a teacher, has decreased from 25.5 in 1900 to 20.3 in 1918. This decrease implies that the high schools are gradually giving a greater opportunity for more intensive work. Classes are necessarily smaller, or the number of recitations per teacher per day has been reduced. In either case more effective work will be done. The second curve in this figure shows only a general t end. Many extreme variations are concealed in these general averages for the different years. From

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the foregoing discussion concerning the size of high schools, it would appear that over three-fourths of the high schools have fewer teachers than these averages indicate, the very large high schools with large faculties having a tendency to displace the average considerably above the median, or central practice. In general, the curve shows that

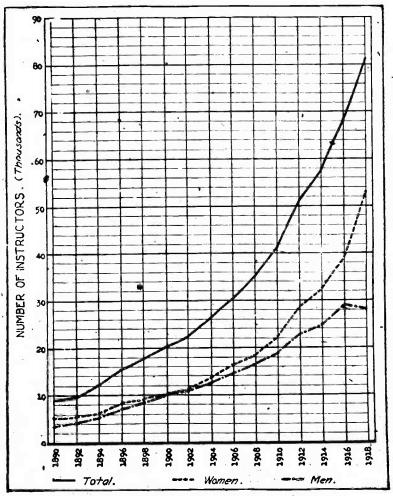


Fig. 7.—Number of instructors in all public high schools reporting, 1890-1918.

the average high-school faculty is gradually getting larger despite the "birth" of a new generation of schools annually. In the fully accredited high schools the average number of teachers to a school is 9.7, and in the four-year schools 7.4. Such comparatively large faculties furnish an opportunity to offer a rich program of studies, one intrinsically appealing to the varied interests of adolescent boys and girls.



The teaching load in the high schools of each State is shown graphically in figures 9 and 10 for all high schools combined and for the various grades and types of high schools. It will be seen that Nevada has fewer students to a teacher than any other State, and Georgia has a greater number of students to a teacher than any other State. The teaching load varies from 12 to 27, with an average slightly above 20. The States are ranked on the increasing order of the magnitude of the teaching load in all high schools. In figure 8 the teaching load in

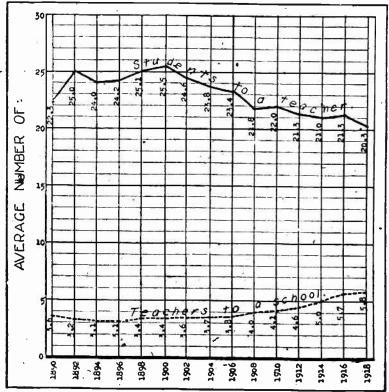


Fig. 8.—The "teaching load" and the average size of faculty in high schools, 1800-1918.

fully accredited, partially accredited, and nonaccredited high schools is also shown by States. In general, the number of students to a teacher is larger in the fully accredited than in the partially accredited or non-accredited high schools—the "dotted" curve running to the right of all other curves. The teaching load is an important point for consideration in rating or classifying high schools. The "dead line" determined by the North Central Association is set at 25 students per teacher.

¹ Bulletin No. 45, 1919, Bureau of Education.



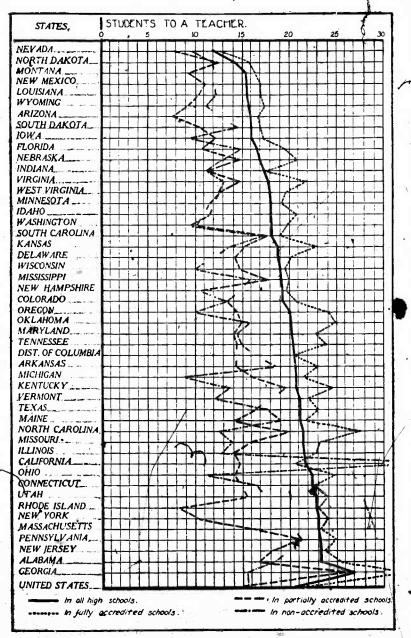


Fig. 9.—Average number of students to a teacher in the different types of high schools, classified as to grade, 1917-18.



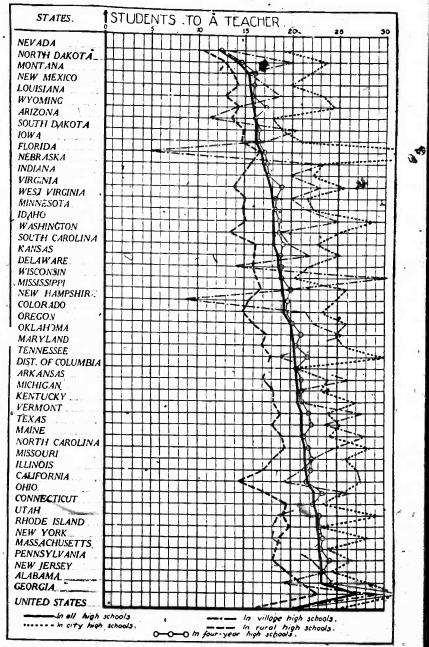


Fig. 10.—A verage number of students to a teacher in the different types of high schools, classified as to support and length of course, 1917-18.



By this standard the average fully accredited high schools in Georgia and North Carolina would not be recognized. Possibly, if the average daily attendance, instead of enrollment, had been used in ascertaining the teaching load, the average fully accredited high school in these States might not fall beyond this "dead line." In general, the teaching load in partially accredited and in nonaccredited high schools is comparatively small.

In figure 10 it is shown that the number of students to a teacher in four-year schools is only slightly higher than the average for all high schools, he "circled" curve falling just beyond the continuous heavy curve. Rural high schools have, generally, small teaching loads, as is shown by the tendency of the "dash" curve to fall to the left of the average for all high schools. The teaching load in city high schools quite frequently extends beyond the "dead line" of 25, indicating that large high schools have a tendency to overload the teaching force. The data on which the curves in figures 9 and 10 depend are given in Table 16.



	Total of preceding columns.	Girls. Total.	16 17	828, 464 1, 463, 775 109, 973 196, 338 51, 404 85, 506	34, 448 13, 228 22, 045 261 453	500, 992 903, 844 78, 702 135, 017 406, 147 696, 758	973,014 1, 713, 649 14, 827 21, 970	61,062 24,313 887,639 1,557,409	622 1,040 153 251 ,052 20,070	61, 684 24, 466 901, 691 1, 578, 079	987,841 1,735,619		-
7-18.	Total of preo	Boys. Gl	16	637, 311 828 76, 366 109 34, 102 51	24,073 34 8,817 13	402, 852 66, 315 288, 611 408,	740,635 973	54,086 61 16,779 24 669,770 887,	427 98 6,018	676,388 901,	747, 778 987,		
Distribution of high-school students by sex and by grade and by type of school in which envolled, 1917-18.		Ohls.	7.	129, 645 12, 245 4, 451	146,341	72,340 12,671 61,330	144,550	6,673 137,883	1,752	6, 706	146, 341		•
skich eng	Fourth year of high school.	Воуч.	<u>:</u>	88,29,29,29,29,29,29,29,29,29,29,29,29,29,	92, 819	49, 708 7, 354 35, 697	92, 109 7,10	87,983	28	4, 150 88, 669	92,819		:
nool in u	Third year of high school.	Girls.	22	151,832 21,593 8,879	8,686	87,661 H,566 80,087	1.3,925 2,379	7, 206	2,328	17,257	182, 304		
rpe of sch	Third higb s	Boys.	11	108, 145 13, 646 5, 113	121,770 5,134	65, 516 9, 814 51, 574	125,788	5, 107 120, 081	1,0%	5, 135 121, 769	126,904		
nd by ty	Second year of high school.	.धमे	01	307, 431 30, 921 14, 846	226,673 11,156 5,369	126,862 19,223 107,113	249, 539 3, 659	10, 434 239, 105	3,590	10, 503 242, 695	253, 198		À
ı grade a	First year of Second high school.	Boys.	a,	158, 211 21, 037 9, 422	7,345 3,170	99, 546 13, 558 75, 547	186,900	7,546	1, 794	7,592	188,670	بعد	
x and by		Ofris.	30	283, 167 42, 815 22, 490	335,746 14,006 7,859 201	188, 382 26, 167 146, 623	351,961 6,491	14,049 337,882	100	14,158	\$58, 472	•	
oe by se		Boys.	1	247, 373 32, 652 16, 439	279, R20 11, 594 5, 647 192	20, 109 111, 903	3,201	11,530	61 3, 140	11,501	206, 463	•	
studer	Eighth grade (elementary).	Gfris.	•	20, 733 1, 093 352	g, 178	25, 25, 25, 25, 26, 26, 26, 26, 26, 26, 26, 26, 26, 26	21,962 226	21,962	ង	13 , 178	22,178		•
gh-schoo		Воув	ug .	1.18, 3072	61	1,4,4, 2,4,4,	19, 279 160	10,270	8	10, 680	10, 439	•	
n of hi	Seventh grade (elementary).	Otts.	4	1,306 1,306 386	25,348	15,886 8,282 6,670	8, 8,	28, O61	SA .	8,848	25,348		. 🗯 🖯
ributio		Boys.	**	22 ¥¥.	£,	14. 3,947 3,966	8	123, 227	â	1	23, 483		
	Rehools report- ing.		64	6,886 4,719 2,366	10,638 1,156 88	1,385	13,808	315	e 5	818 113,671	13,961	•	•011
Table 8	Type of school.		100	Fully accredited. Fartially accredited. Namocredited.	Four-year Three-year Two-year One-year	Chry Village Rugal	White	Juntor white. Sentor white. Regular white.	Junior colored. Beniur colored. Regular colored	All junior All senior All regular	All schools		



NUMBER OF STUDENTS.

The total number of high-school students (including 90,448 pupils in the elementary grades of junior high schools) enrolled in the 13,951 high schools reporting to the Bureau of Education in 1918 is 1,735,619, as shown in Table 8. Some conception as to the meaning of this great number may be gained from the following illustrations: If these students were stationed at intervals of 3 feet, they would form a line 983 miles long, which would reach from Washington to Kansas City. This line would more than encircle the State of Pennsylvania. Walking at the rate of 3 miles an hour and 8 hours a day, it would take a high-school inspector 41 days to review this line. If these students were brought together in a compact mass at intervals of 3 feet, they would cover a farm of 359 acres.

Since 1890 the total high-school enrollment has increased 710 per cent, while the total population has increased only 68 per cent.

Of the 1,645,171 secondary students, 704,856 are boys and 940,315 are girls. Over one-half of the total high-school enrollment, or 57.2 per cent, consists of girls. In fact, the number of girl students has been larger than the number of boys each year represented in figure 11. There has been, however, little change since 1890 in the proportion of girls and boys. In 1890, girls constituted 57.7 per cent of the students; in 1900 the corresponding per cent had increased to 58.3; in 1910 it had decreased to 56.4; in 1916 it decreased still further to 54.6 but in 1918 it had risen to 57.2. The increase in the proportion of girls in 1918 was probably due to war conditions—the boys going to work, the girls continuing in high school.

The number of colored students included in figure 11 is shown separately in figure 12. One striking feature of this graph is that the number of colored girls enrolled in high schools has been for a number of years almost double the number of colored boys. Another significant deduction to be drawn from figures 11 and 12 is that the total number of colored students has increased only 256 per cent, while the number of white students has increased 724 per cent, or almost three times as rapidly.

This tendency implies that racial differences in educational achievements are becoming more widely divergent from year to year. The slight falling off in the number of colored students in 1918 was undoubtedly due to the war.

It is of interest to compare the enrollment in a given high-school grade with the enrollment in the next higher grade the following year. Thus the enrollment shown in the first year of high school in 1907 in figure 13 (288,748) becomes the enrollment in the second year of the course in 1908 (209,265), the third-year enrollment in 1909 (149,955), and the fourth year class in 1910 (111,444). Similarly the freshman class in 1915 (543,026) becomes the sophomore class in



1916 (391,301), the junior class in 1917 (288,985, estimated), and the senior class in 1918 (239,160). These statements do not take into consideration the number of retarded or repeating students in each grade. As the retardation percentages are not essentially

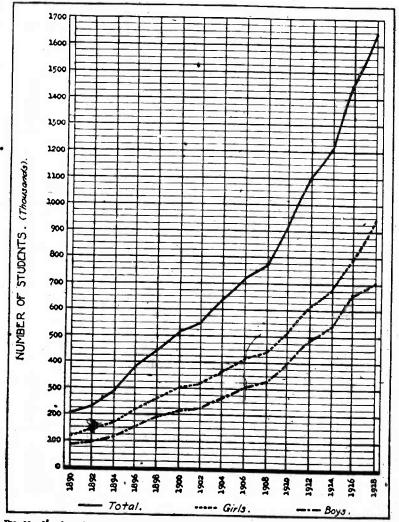


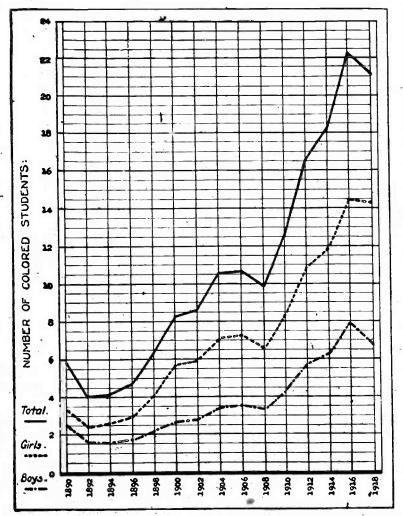
Fig. 11.—Number of students enrolled in all public high schools reporting, 1890-1918. (For data see Table 1.)

different for the different years,² and as some of the delayed pupils pass forward from one grade to another, this factor does not operate sufficiently to vitiate deductions concerning survival percentages. Further, the percentage of duplication in the high-school enrollment



s Sed school mortality in chapter on State school systems.

reported is presumably a minor factor, since the shifting of families from one locality to another less frequently necessitates that high-school students change schools than that elementary school children do so. At any rate the percentages of retardation and duplication for the different years are about equal and are therefore inoperative



Frq. 12.—Number of colored students enrolled in high schools, 1890-1918.

in the following method of computation. It is virtually assumed, then, that the number of students in the first year of high school represents the number of students entering high school annually. As the number of deaths during the high-school ages, 14 to 18, is about counterbalanced by immigration, these two factors may like-



wise be omitted from consideration. If the number enrolled in the first year of high school in any given year is divided into the

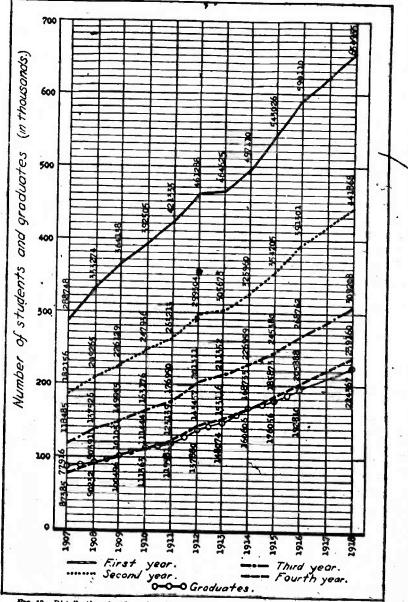


Fig. 13.—Distribution of students by years and the number of graduates reported, 1907-1918.

enrollments, of the same students in consecutive succeeding years, the result represents approximately the survival percentages for the



⁸ See school mortality in chapter on State school systems.

various classes. Thus if each number in each complete series given in figure 13 is divided by the first the survival percentages shown in Table 2 are obtained.

To secure a series of average survival percentages the average enrollment in the first year of high school from 1907 to 1915 (418,450), inclusive, has been divided into the average enrollment in the second year from 1908 to 1916 (291,499); into the average enrollment in the third year from 1909 to 1917 (214,768), and into the average fourth year enrollment from 1910 to 1918 (172,592). The quotients, 100.0, 69.7, 51.3, and 41.2, represent rather stable survival percentages, practically uninfluenced by the annual variations in the number

of schools reporting.

It should be remarked that some of the school mortality resulting from the use of the data shown in figure 13 is due to the fact that about five per cent of the students in high school are enrolled in schools offering a course of study of one, two, or three years only. Unfortunately, the enrollment by grades in four-year high schools has not been shown for the years preceding 1918, thereby making it impossible to eliminate this factor from consideration. It is not possible to ascertain from preceding reports the number of graduates of four-year high schools, since the total number of graduates always includes those who completed the curricula of two-year and three-year schools. For this reason the "graduate" curve oftens runs above the "fourth-year-enrollment" curve in figure 13.

It is possible, however, from this report-to ascertain information which permits the computation of the percentage representing the number completing a four-year high-school course. The 10,638 fouryear high schools reported a total enrollment of 239,160 students in the fourth year of the course, and 210,279 graduates. The latter number contains no duplicates. The former number may contain duplicates, since students moving from one high school to another during the year may be counted by both schools. In the chapter on State school systems it is shown that 10.8 per cent of the enrollment figures reported to the Bureau of Education are duplicates. Assuming that the duplication in the fourth year high school is only 5 per cent, it is found that 92.5 per cent of those actually enrolled in the fourth year will graduate. By applying this percentage (92.6) to the fourthyear survival percentage for the class entering in 1915, it is found that out of each 1,000 students in 1915 entering high school, 721 will reach the second year; 532 the third year; 440 the fourth year; and 407 will graduate in 1918. It is shown below that 28 per cent of these graduates will go to college and an additional 14 per cent to other than collegiate institutions. The corresponding percentages for the same years shown in the chapter on State school systems, when reduced to this basis, although computed in a different manner, are



not essentially different. They are: First year, 1,000; second year, 725; third year, 525; fourth year, 449; and graduating, 418. Assuming that these figures are essentially correct, and applying the percentages shown above (28 and 14), it is found that 117 of these graduates will go to college and an additional 59 will go to other schools the year following graduation. (In the chapter on colleges and universities of this Biennial Survey it is found that 73 per cent more high school graduates actually enter college than high school principals reported. This discrepancy is partly accounted for by the fact that many high school graduates do not enter college the year immediately following graduation.) If the percentage (92.6) is applied to the average number reaching the fourth year from 1910 to 1918, the following ratios obtain: First year, 1,000; second year, 697; third year, 513; fourth year, 412; graduating, 382. This series of ratios, however, represents past rather than current conditions.

A highly commendable tendency is in evidence in the fourth year survival percentages shown in Table 2. Only 38.5 per cent of those beginning in 1907 reach the fourth year in 1910, while in 1918 the corresponding percentage reaching this advanced grade had increased to 44.0 This increase has not been wholly due to the more effective holding power of the high schools. Part of it must be attributed to the fact that an increasing percentage of students are being enrolled in four-year schools, thereby reducing mortality by giving them an

opportunity to advance to the next higher grade.

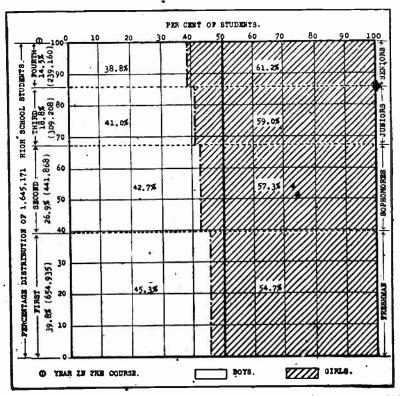
The public high schools have greater influence in keeping the girls in school than they do in holding the boys, as evidenced in figure 14. Of the 654,935 secondary students enrolled in the first year, only 45.3 per cent were boys, indicating that more girls than boys enter high school. In the second year the percentage of boys is still smaller, viz, 42.7. In the third year the corresponding percentage of boys reduces to 41 and in the fourth year to 38.8. While the data on which this graph is constructed relate to the same school year, 1917-18, they do indicate, roughly, the relative inadequacy of our high schools in attracting and holding the boys. When the fourth-year class in 1918 entered high school in 1915, 47.4 per cent of its membership consisted of boys. By the time these students reached the fourth year the number of boys constituted only 38.8 per cent of its total membership. The first-year class in 1916, with 47.4 per cent of boys, had only 41 per cent of boys when it became the third-year class in 1918. It is seen, therefore, that mortality is greater among the boys than it is among the girls in the public high schools. This condition, however, does not exist in the private high schools. In the chapter on private high schools it is shown that the boys constitute 45.8 per cent of the first-year enrollment, 45.6 per cent of the second-year enrollment, 46



per cent of the third-year enrollment, and 44.6 per cent of the fourth-year enrollment. From these figures it does not appear that there is much difference between the mortality of boys and girls in the 2,058 private high schools reporting.

DISTRIBUTION OF STUDENTS BY GRADES.

From Table 2 and figure 15 it appears that 39.8 per cent of all students are enrolled in the first year of high school, 26.9 per cent in



Fro. 14.—Percentage distribution of high school students as to sex and as to the year of the course in which they are enrolled, 1917-18.

the second year, 18.8 per cent in the third year, and 14.5 per cent in the fourth year. If the same number of students entered high school each year, if all were enrolled in four-year high schools, and if none dropped out, these percentages would be equal. If this condition prevailed, the four curves shown in figure 15 would constitute a single line coinciding with the 25 per cent line. The increuse in first-year enrollment is commendable and may be expected to continue, The average annual rate of increase for the last 11 years in the first-



year enrollment has been 7.8 per cent. As long as this increment exists, the curves in figure 15 can never meet. If only this factor operated to keep the curves apart, the four-year curve would fall on the 22.3 per cent line; the three-year curve, on the 24 per cent line; the two-year curve, on the 25.8 per cent line, and the one-year curve, on the 27.9 per cent line. In other words, as the high-school mortality is reduced, the four-year curve is asymptotic to 22.3 per cent, the three-year curve to 24 per cent, the two-year curve to 25.8 per cent, and the one-year curve to 27.9 per cent. The area embracing these

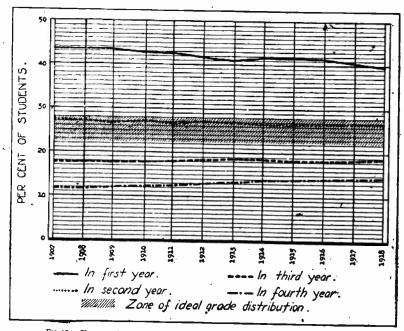


Fig. 15.—Per cent of students enrolled in each year of the high school course, 1907-1918.

theoretical lines is termed in the figure "the zone of ideal grade distribution." When high-school mortality no longer exists, the actual curves will fall within this zone. The fact that they are approaching it is hopeful indeed. The first year of high school still contains its undue share of students, or rather the last three years of high school do not enroll their proportionate share.

HOW MUCH SCHOOLING EACH STUDENT GETS.

Almost unanimous practice prevails in giving to each boy and girl enrolled in the secondary schools an opportunity to take a four-year high-school course, as shown in figure 16. In fact, only about



5 per cent of the student body is not so fortunately situated, and by far the greater proportion of this small percentage have the advantage of a three-year high school. Of the students enrolled in a four-year high school, nearly one-half (47.3 per cent) are in schools maintained longer than 180 days annually. Almost all of the other one-half of this group of students (48.8 per cent) are found to be enrolled in schools running from 161 to 180 days each year, only 3.9 per cent

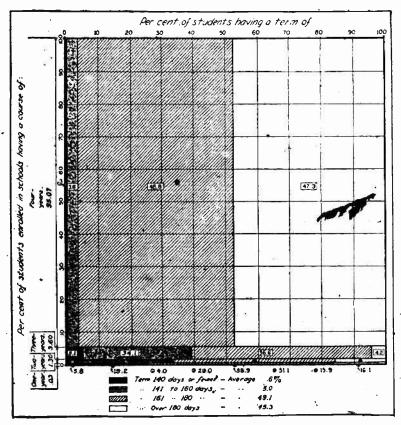


Fig. 16.—Distribution of 1,645,111 students, enrolled in public high schools, according to the amount of schooling afforded them, 1917-18. Elementary grades in junior high schools are not included.

being enrolled in the four-year high schools having a term of 160 days or fewer. In the three-year high schools over one-third (392, per cent) of the students have a term as short as 160 days. Over one-half (56.6 per cent) of the students enrolled in these three-year high schools have a term of 161 to 180 days. Only a few (4.2 per cent) of these students are enrolled in high schools which are in session longer than 180 days. The large "open" area in this graph portends that the length of the high-school term is destined to increase. When



a four-year high school has been established, the next vital problem confronting school administrators is how to get still more schooling. The solution seems to lie partly in an extension of the school term. The junior college, also, has come in certain sections of the country to satisfy this demand for increased educational opportunities. A very important factor tending to promote the adoption of a longer school term is that great waste results if the high-school building is not utilized the year around. Many of the new high-school buildings cost hundreds of thousands of dollars. To use this property for only 180 days out of 365 days is bad management. To keep boys and girls in school for 180 days during the year, and to allow most of them to spend their time idly during the other months in the year, is likewise poor judgment. To solve these vital school problems a longer school term is unmistakably foreshadowed in the diagram.

FOUR-YEAR SCHOOLS:

Every high school begins with one year of high-school work: Generally, the next year the program of studies is expanded to cover an additional unit of work. Possibly, the following year another year's work is added. Soon the work is again expanded into a four-year curriculum. If the number of high schools "born" annually increases more rapidly than the number "promoted" from three-year to four-year high schools, an excessive number of short-course schools will accumulate. If this condition prevails, the lower curve in figure 17 would run downward instead of upward. The steady rise in the curve implies that more schools are "graduated" annually into the four-year group than are initiated into the one-year and two-year. groups. The rise in the curve is desirable if all of the necessary high schools have been established. It would seem logical to assert that the curve should-descend until a high school is brought within the reach of every boy and girl. It is doubtful, therefore, whether we, should boast that the percentage of high schools offering a four-year. course has increased from 62.9 per cent to 76.2 within the last eight years. It may be much to our discredit.

On the other hand, it is creditable to have the upper curve in figure 17 extend upward. The number of students in newly established high schools is relatively small, while the number enrolled in three-year high schools is comparatively large. Consequently, when a three-year school is converted into a four-year school the whole student body, from freshmen to seniors, is immediately registered in a four-year high school. The chances are at least 4 to 1 working in favor of an increased enrollment in four-year high schools.

It is almost impossible to conceive of an actual condition where this curve would descend, unless four-year high schools should begin to shorten their course. It is highly creditable, therefore, that within

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the last eight years the percentage of students enrolled in four-year high schools has increased from 88.2 per cent to 95.1 per cent.

RATE OF INCREASE IN HIGH-SCHOOL ENROLLMENT.

One can not judge from consecutive figures alone whether the rate of increase is high or low. Comparisons are necessary. Thus a message may be sent by courier, by stage, by boat, by rail, by air,

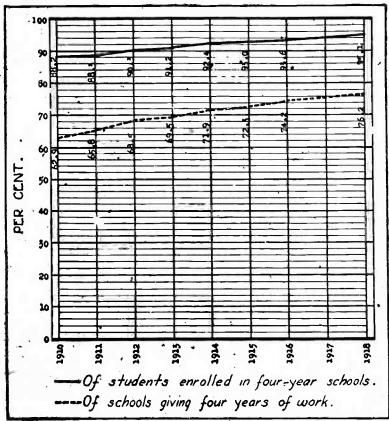


Fig. 17.—Percentage of high schools offering four years of work and the percentage of high school students enrolled in such schools, 1910-1918.

or by ether. The efficiency of any one of these means of communication is largely determined by comparing its rate of transmission withthe rate at which the message may be sent by other known means. If no other way is known judgment falters and fails. To judge wisely concerning the phenomenal growth of our public high-school enrollment, a standard rate of growth must be established. If every child reaching the age of 14 years since 1890 had had access to a public high school and had enrolled in such a school and continued in it

for four years, an ideal high-school enrollment would prevail. The increase in high-school enrollment from year to year under uch ideal conditions would depend wholly upon the increase in population. The population rate of increase and the high-school rate of increase would then be equal, barring lag in the ourves. Fortunately, we know the rate of increase in the population from census reports,

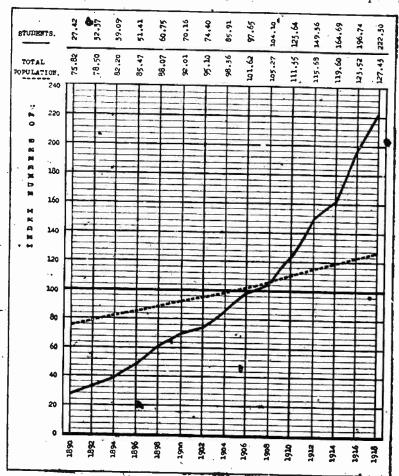


Fig. 48.—Relative rates of increase in the total population and in the number of students enrolled in public high schools, 4890-1918. The index numbers are found by dividing the total population and the total high-school enrollment for each date by the respective averages for the 15 periods considered. (See Table 1.)

which also represent the ultimate ideal rate of increase in public high-school enrollment. This rate of increase in the population is shown by means of index numbers in figure 18. These index numbers are secured by dividing the population each biennial year (see Table 1) by the average population for the period considered (1890–1918).

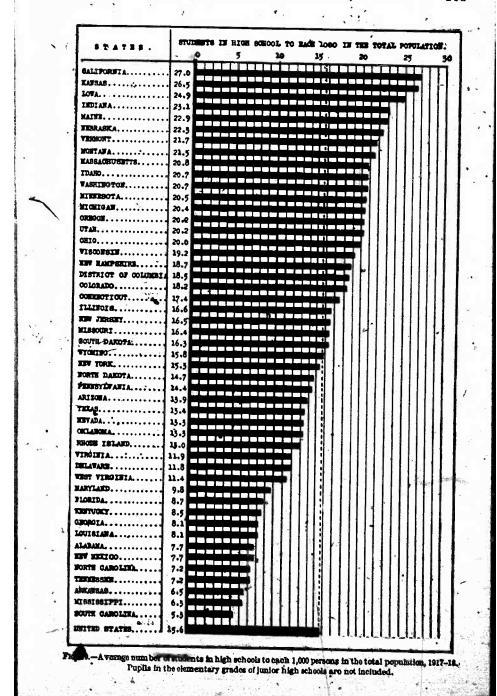


Similarly, index numbers have been computed for the actual high-school enrollment for each biennial period (1890–1918). The slope of each curve indicates the rate of increase, the one having the steeper slope between any two consecutive periods having the greater increase. Throughout the entire period considered the high-school curve shows the steeper slope. It must be concluded, therefore, that high-school enrollment has advanced very rapidly within the last quarter of a century. The curve representing it ascends with phenomenal speed, as if to atone for its past neglectfulness. The corresponding curve for private high schools takes the same general direction as does the population curve.

PER CENT OF POPULATION IN HIGH SCHOOLS.

The high-school efficiency of a State may be determined by comparing the number of students in high school with the total population. Of course it is not expected that the total population will ever enroll at one time in the secondary schools. The States will fall in about the same order as if the number of persons of high-school age had been used instead of the total population in determining the rank of each State. As the high-school age varies somewhat in the same school and considerably in the different States, the total population forms a comparable basis on which to secure comparative indices. Even with 1,645,171 children in high schools, only a very small fraction of the entire population is so enrolled. In 1890 only 3.2 persons in each 1,000 of the population were enrolled in public high schools. In 1918 the corresponding number is 15.6, or almost five times as great a proportion. It is found, as shown in figure 19, that in California 27 persons out of each 1,000 in the population are found in high schools. Almost as great a proportion is found in the high schools of Kansas. Thus it has been demonstrated that it is possible for as much as 2.7 per cent of the population to be enrolled in high schools. In the whole country only 15.6 persons in a thousand are attending high schools—a number considerably below the average for the leading State. In South Carolina the corresponding number is only 5.3 persons. It is seen, therefore, that California has over five times as great a proportion of its population getting a high-school education as has South Carolina. Similar ratios for Arkansas and Mississippi are less than one-fourth of those for California or Kansas. Clearly, the States at the bottom of the array in figure 19 are not reaching a very large percentage of boys and girls of high-school age. The foregoing considerations are subject to the following errors: First, it is shown in the chapter on State school systems that the true high-school enrollment is 1.175 times the number of students represented in this report; second, any inactivatives in census estimates for the different States will be reflected in this chart.





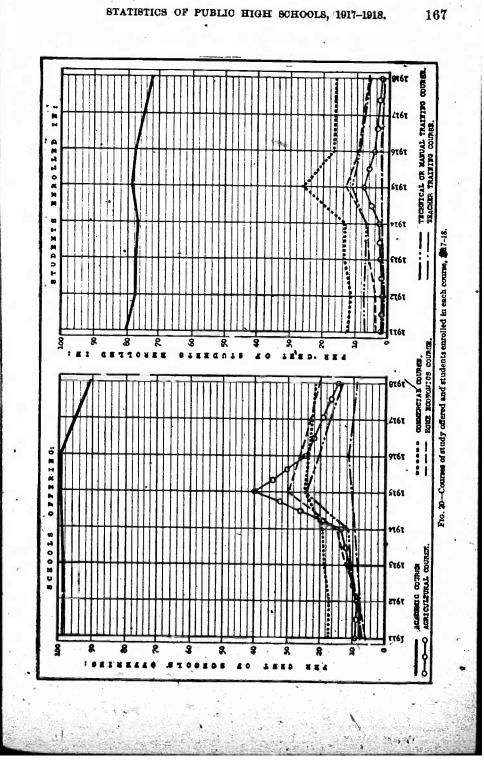


HOW!

WHAT THE SCHOOLS OFFER.

- Since 1911 the Burgau of Education has collected statistics showing the number of high schools offering each curriculum and the number of students enrolled in each curriculum. In collecting these data, from 1911 to 1916, the schools were asked to report the number of students enrolled in each course—academic, commercial, etc. In 1918 the meaning of the term "course" was defined on the blank as "not a single subject of study but subjects organized in groups." The reasons for making this term more specific arose from the fact that in 1915, when enrollment by subjects of study was also asked for, considerable ambiguity resulted as to the meaning of the terms "subject" and "course." This lack of uniformity in replying is clearly in evidence in figure 20, where the curves have a decided "hump" in 1915. The term "course" in this schedule has always implied a group of subjects organized around some central subject, such as agriculture, home economics, etc. The term "course" is here used in the sense of a program of studies or a curriculum. Practically all of the high schools offer the academic course. The number of students taking this course, however, has decreased from 80 per cent to almost 70 per cent since 1911. The decrease indicates the ascendency of vocational courses. superiority of the "academic" curve over the others indicates that our public high schools are still preparing students to meet college entrance requirements. In discussing the other curves running near the bottom of the figure, the data for the year 1915 must be omitted from consideration, since the questionnaire used at that time was evidently misconstrued. In general, there has been a greater tendency for the schools to offer vocational courses than for students to enroll in such courses, since the curves in the first part of figure 20 are higher, in general, than the corresponding ones representing enrollment. Preceding practice appears to deterstudents from entering the new vocational courses. Possibly the failure of certain colleges to recognize for entrance requirement the work in vocational courses done in high school prevents boys and girls from "taking a chance" with the vocational courses. Among the vocational courses the commercial course has led, enrolling almost twice as many students each year since 1911 as any other vocational course. Relatively few students are pursuing an agricultural or a teacher-training course. The manual training and the home economics courses enroll about the same percentage of students. The enrollment by course of study in 1918 includes junior high-school statistics. As relatively few junior high-school pupils have chosen a course of study, the trends are not materially affected by this inclusion. The slight drop in the vecational curves in 1918 is







probably due to two factors: First, the term "course" being more rigidly defined in 1918 than in the preceding years; second, the addition of junior high-school data in 1918.

Table 9.—Per cent of schools offering and students enrolled in the various courses of study, 1917-18.

ACADEMIC COURSE

~	•	ACADI	EMIC CO	URSE.				
	1							
Type of high school.	Schools offering	Per cent of all schools	Boys.	Per cent of total number boys.	Girls.	Per cent of total number girls.	Total.	Por cent of all students.
1	2 .	8	4	5	6	7	8	9
Fully accredited Partially accredited Nonaccredited		93. 64 97. 16 95. 27	422, 415 69, 112 26, 813	66. 28 90. 50 78. 63	588,126 98,706 41,351	71.16 89.75 80.44	1,010,541 167,818 68,164	69.04 90.09 79.72
Four-year Three-year Two-year One-year	2.044	94. 41 : 96. 64 ; 98. 71 : 94. 87 :	487,363 22,595 8,215 167	68, 19 93, 86 93, 17 86, 98	682,150 33,726 12,081 226	72.58 97.90 91.33 86.59	1, 169, 513 56, 321 20, 296 393	70.68 9/L 24 92.07 86.78
City	1,217 775 11,276	87. 87 99. 87 95. 65	231, 290 44, 941 242, 109	57. 41 79. 80 83. 89	277, 421 59, 220 391,512	55.37 75.25 95.93	508,711 104,161 633,651	56, 28 77, 18 90, 9
All schools		95.12	518,340	69.32	728, 183	73.71	1,246,523	71.8
Partially accredited	2,347 445 161	34.18 9.43 6.80	98,981 2,971 2,466	15. 53 3. 89 7. 23	165,834 4,302 3,721	20,07 3,91 7,23	264,815 7,273 6,187	3.9
Fully accreditedPartially accredited	445	9.43	98, 981 2, 971 2, 466	3.89	165,834 4,302 3,721	3.91	264,815 7,273 6,187	18.09 3.90 7.20
Pour-yéar Phres-year Dwo-year Duo-year	97 54 1	26, 33 4, 59 4, 66 2, 56	103,421 561 424 12	14, 47 2, 33 4, 80 6, 21	172,212 629 1,008 8	18. 32 1. 83 7. 62 3. 07	275,633 1,190 1,432 20	16.6 2.0 6.5 4.4
City Village Rural	. 325	64. 04 41. 88 14. 77	78, 150 5, 868 20, 100	19.47 10.42 6.96	134,423 8,754 30,680	26. 83 11. 12 7. 52	212,873 14,622 50,780	23. 5 10. 8 7. 2
All schools	2,933	21. 17	104,418	13.96	173,857	17.60	278, 275	16.0
, LE	CHNICA	L OR M	ANUAL 1	TRAINI	NG COUI	RSE.		· · -
Fully accredited Partially accredited Nonaccredited	.j 359	19.15 7.61 6.64	79,896 3,728 3,496	12.54 4.88 10.25	7,759 312 1,642	. 28	87, 655 4, 040 5, 138	2,1
Four-year Three-year Two-year One-year	. 30	2.59	#6,199 642 276 3	12.06 2.67 3.13 1.56	9,602 61 50 0	. 18	95,801 703 326 3	
City	. 520 152 1,159	87.55	63,016 4,484 19,620	15.64 7.96 6.80	7,738 278 1,697	1. 54 . 35 . 42	70,754 4,762 21,317	7.8 3.8 3.8
All schools	1,831	13.13	87, 120	11.65	9,713	. 98	96, 833	5.



TABLE 9.—Per cent of schools offering and students enrolled in the various courses of study, 1917-18—Continued.

TEACHER-TRAINING COURSE.

			Students enrolled.							
Type of high school.	Schools offering.	Per cent of all schools.	Boys.	Per cent of total number boys.	Girl .	Per cent of total humber girls.	Total.	Per cent of all stu- dents.		
1	2	8	4	ā	6	7	8	9.		
Fully accredited Partially accredited Nonaccredited	833 330 62	12. 13 6. 99 2. 62	2,224 715 118	0.35 .94 .35	19,942 3,264 412	2.41 2.97 .80	22, 166 3, 979 530	1. 51 2. 14		
Four-year Phree-year Pwo-year One-year	1, 191 27 7 0	11. 20 1. 28 . 60 0	2,996 44 17 0	.42 .18 .19 0	23,462 113 43 0	2.50 .33 .33 0	26,458 157 60 0	1.60		
City Village Rural	205 154 866	14. 80 19. 85 7. 34	989 279 1,789	. 25 . 50 . 62	9,781 2,714 11,123	1.95 3.45 2.73	10,770 2,993 12,912	1. 19 2. 22 1. 85		
All schools	1,225	8.78	3,057	.41	23,618	2.39	26,675	1.54		
		GRICUL	TURAL	COURS	E.	<u>' ''</u>				
Fully accredited Partially accredited Nonaccredited	1,098 615 290	15.99 13.03 12.64	18, 778 5, 356 2, 791	2.95 7.01 8.18	6,648 3,534 1,621	0 80 3.21 3.15	25,426 . 8,890 4,412	1.74 4.47 5.16		
Four-year Phrec-year Cwo-year Due-year	1,653 217 141 1	15.54 9.18 10.26 2.56	24,612 1,414 887 12	3.44 5.87 10.06 6.21	9,630 1,426 741 6	1.02 4.14 5.60 2.30	34,242 2,8-0 1,628 IS	2.07 4.85 7.88 3.97		
ltv filage Rural	166 122 1,724	11.99 15.72 14.62	3.813 2.174 20,938	.95 3.86 7.25	1.614 1,161 9.028	. 32 1. 48 2. 21	5,427 3,335 29 ,966	. 60 2. 47 4. 30		
All schools.	2,012	14.42	26,925	3.60	11.803	1.19	38,728	2. 23		
	но	ME EC	ONOMIC	OUR	SE.		 ,			
fully secredited artially secredited lonactredited lonactredited lonactredited lonactredited lonactredited lonactredited lonactredited longer	1.916 636 313	27. 91 13. 48 13. 23	1,081 160 75	0.17 .21 .22	826736 107,985 6,950	10.01 9.99 13.52	83,817 11.145 7,025	5.73 5.98 8.22		
our-year hree-year wo-year Dne-year	2,646 147 72 0	24.87 6.95 6.21 - 0	1,235 81 0	.17	97,570 2,127 974 0	10.28 6.17 7.38	98, 905 2, 208 974 0	5.97 3.77 4.42		
ity iliago turai	534 242 2,0×9	38.56 81.19 17.72	642 0 674	. 16	44.713 9.225 46.733	. 8. 92 11. 72 11. 45	45,355 9,225 47,407	5.02 6.83 6.80		
All schools	2,885	20.51	1,316	. 18	100,671	10.19	101,987	5.88		
	TR.	DE-TR	AINING	COURS	BE.					
ully accredited	200 34 16	2.91 .72 .68	9,353 291 1,406	1.47 .38 4.12	3,757 286 1,521	0.45 .26 2.96	13,110 577 2,077	0.90, .31 3.42		
our-year hree-year wo-year no-year	230 11 8 1	2.16 .52 .78 2.56	10,941 62 42 5	1.53 .26 .48 2.60	5, 479 41 39 5	. 58, 12 . 29	78, 420 108 81	.99 .18 .37 2.21		
ityillage	124 23 - 103	2.96 2.96	9,058 463 1,529	2.25 .82 .53	4,643 193 728	.03 .25 .13	13,701 686 2,257	1.83		
All schools	250	1.79	11,080	1.48	5,564	- 56	18,614	96		



The present status of high-school curricula is shown graphically in figure 21 for all schools combined and for each type of school. The group of bars under the heading "academic" shows that relatively few students are enrolled in academic work in the fully accredited, in four-year, and in city and village high schools. In the lower-grade schools, in the shorter-course schools, and in the rural high schools most students take the academic work. Only in the rural high schools is there a much greater tendency for girls than boys to take academic work. From the "pins" shown in this part of the diagram it appears that only a few city high schools have ventured to depart from the purely academic work. Practically all other types of schools are academic.

Rather large percentages of fully accredited schools, four-year schools, and city high schools offer a course in teacher training. Relatively few students in any type of high school enroll in this course. Few boys are enrolled in this course. Quite large percentages of fully accredited, four-year, and city and village high schools offer a commercial course. These high schools also enroll relatively large percentages of students. A slightly higher per-

centage of boys than of girls take this course.

Relatively large percentages of high schools offer courses in agriculture, but only a small percentage of students take such courses.

The home economics cours s are usually taken by girls and the manual training courses by boys. Many of the fully accredited, the four-year, the city, and village high schools offer home economics courses, but they enroll comparatively small percentages of students in such courses. The "pins" project considerably beyond the bars in this part of the diagram. Relatively speaking, few lower grade schools, shorter course schools, and rural high schools offer a course in home economics, but in such courses fairly large percentages of students are registered. The manual training work is confined very largely to the fully accredited, the four-year, the city, and the village high schools. Few high schools offer trade courses, and correspondingly few students take these courses.

GRADUATES.

From a historical viewpoint it is interesting to note from figure 22 that the number of high-school graduates has increased from 21,882 in 1890 to 224,367 in 1918. The increase has been over 925 per cent in this period. In other words, we are now turning into our population over 10 times as many high-school graduates as we did a quarter of a century ago. Considering the increase in population within these 23 years (62,622,250 in 1890 and 105,253,300 in 1918), it is found that we are becoming over six times as well educated. The



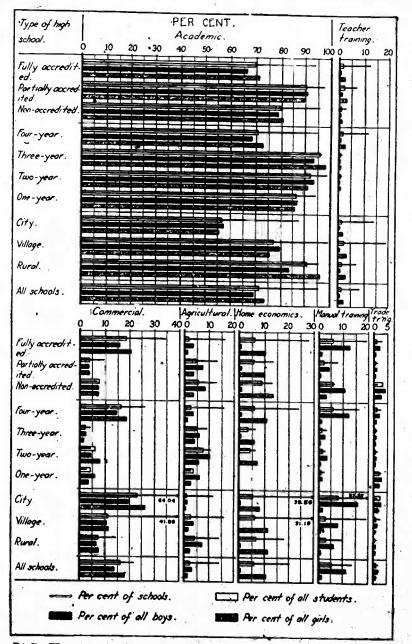


Fig. 21.—What courses the schools offer and what courses the students take in high schools, 1917-18.



number of girls graduating has always exceeded the number of boys. of all high-school graduates became teachers and remained in the profession for three years each, they would be sufficient in number to supply a teacher for every elementary and secondary school in the land.

A better notion, however, may be gained as to the degree to which we are becoming an educated nation by noting the bars in figure 23.

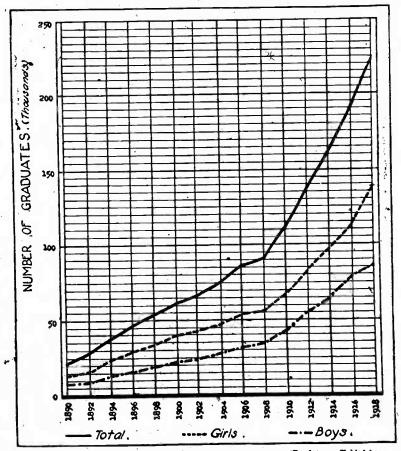


Fig. 22.—Number of high school graduates reported, 1890-1918. (For data see Table 1.)

The States have been ranked on the percentage of the population 18 years of age graduating from a four-year high-school course, either public or private. From this graph it will be seen that 10.32 per cent of the population of this age graduate annually. Thus about one-tenth of the people in the United States are now receiving the benefits of a complete high-school education. That the private high-school plays an important part in its contribution in certain



States may be noted from the "concreted" part of the bars. The population 17 years of age might have been used as a basis of computation, but the results would not be essentially different. Some

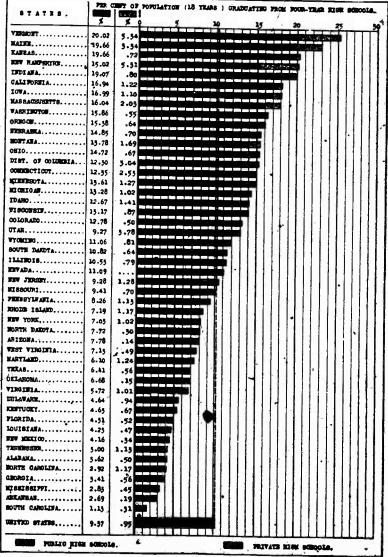


Fig. 23.—Percentage of population 18 years of age graduating from four-year public and private high schools in 1918.

will graduate earlier than the age of 18 and a few later, but the total number 17 or the total number 18 years of age should graduate annually. The degree to which each State should come up to this



ideal standard is shown in the figure. Thus Vermont ranks first and Maine second. Over one-fourth of the youth of Vermont are now completing a high-school course. In Maine almost as many, 23 per cent, reach this standard. In South Carolina only 1.44 per cent of its population is now completing a high-school course. In Arkansas the corresponding percentage is 2.88. In general the Southern States rank low in this respect. Judged from this standard the high schools of the country are only 10 per cent efficient. Possibly a very few children are not capable of receiving a high-school education, and possibly it would not be wise to give every child a high-school education as such now exists—unrelated as it often is to the requirements of certain vocations. But as the modern high school develops, offering a wide variety of subjects, it should come to make its contribution to the special need of every boy and girl who is not mentally incapable of receiving it.

The bars representing the different States in figure 23 are in general shorter than they should be for this reason: It is found in the chapter on State school systems that the true high-school enrollment is 1.175 times the enrollment represented in this report. Presumably the number of graduates shown in this report from four-year schools is correspondingly too small for each State. Any inaccuracies in estimating the population 18 years of age, due to the unusual shifting about of the population since 1910, will be reflected in this graph.



36.6 30.8 50.7

21.036 23.151

\$ \$ \$ \$

12.0 13.1

7.3 8,756 15.2 11,672 8.2 1,818 16.2 12,404 11.1 11,004 19.5 15,0%

2.916 586 3.992 4

887 886

25,297 25,383

21.2 21.4

12, 280 12, 583 12, 070

37.0

97,345 18,367 92,876

30, 903 7, 157 35, 950

31.573 818 전 c. 다.

All high schools.

18,601

39,067 | \$7.1

17.3 29, 102

%1.984 4.591 1.111

25, 181 67.45 67.22

47.3 49.0 35.0

25.7 2.315 22.8 \$ 7.60 11.1

19,659 1,385 472 2

8.8.8 8.8.8 8.0.8

225

2.273 2.273 351

25.522 1.211 200

.95, 9,733 3,222 3,223 3,523

12,83 1,284 17,73

91

to other Total graduates, class of 1917, continuing the teducation in 1918. Total. 72,910 10.979 71 43.4 43.4 46.0 46.0 11.1 Per Cent. 윘 Girls. 6,257 2,341 £0,003 2 TABLE 10.—Per cent of graduates (class of 1917) from the various tipes of high schools going to other schools in 1918. 12.12 12.42 Por Cent. **9**5 13.0 32,907 19.0 4,722 19.6 1,138 13.3 36,78 23.8 1,435 43.3 1435 13079. 17 Per cent. 9 Total 22,729 15.1 3.360 21.5 4.864 14.9 1.118-(-20.7 1.563 Graduates, class of 1917, going to college Graduates, class of 1917, gorng in 1918. Per 7.9 17.190 16.4 Cirls * Por cent. 24 Roy's. 5,539 = 85.3 85.3 Per Cent 9 6,115 30, 181 Total. 21.7 20.7 20.3 20.3 Per cent. 22,813 2.807 GIr!s. 88 885 42 000 Per cunt. 8 Boys. 3.214 90.360 1.062 1.151 Graduates, chass of 1917, estimated for the id various types of schools. 25, 391 8, 426 Total. 174, 571 Girls. 104,629 5,392 ** 68,942 schools Nonscredited high schools... Fully socredited high schools Partially accordited high

Per cent.

percentage for girls is 91.43.

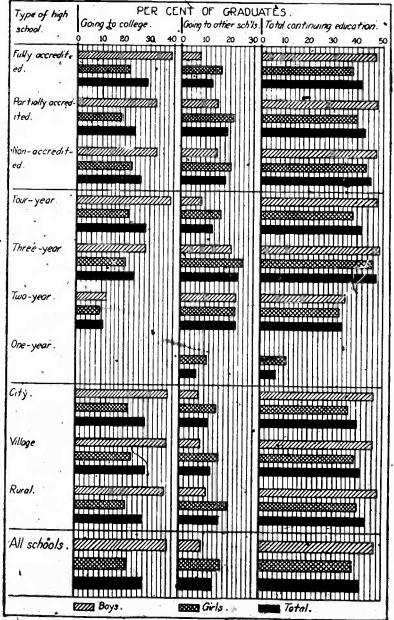


GRADUATES GOING TO COLLEGE.

In 1918 the Bureau of Education asked the high schools to report the number of graduates from the graduating class of 1917 who went to college or to other institutions, such as business, normal, or professional schools, in 1917-18. While no statistics were collected by the Bureau of Education in 1916-17, yet the number of graduates in that year can be reliably estimated from the number graduating in 1916 and in 1918, as shown in Table 49. The summary of these computations has been assembled in Table 10 and shown graphically in figure 24. From this figure it is evident that the term "college" may have been misinterpreted by certain principals, since it is hardly likely that any graduates of two-year high schools will enter college. It should be noted that there were only 3,576 graduates from two-year schools in 1918. It is altogether possible that graduates of three-year, of partially accredited, and of non-accredited high schools should be admitted conditionally to collegiate work in certain institutions.

The bars shown in the diagram admit of a number of comparisons. Thus, a greater percentage of boys than girls will go to college from any type of high school. On the other hand relatively more girls than boys will attend other schools than colleges or universities. In only one unimportant instance does this not obtain, viz, among graduates of two-year high schools. Evidently the girls must complete immediately a course in some noncollegiate institution to enable them to pursue some vocation. Boys go to college rather than to minor institutions. Without doubt most girls who continue their education in a noncollegiate school attend a commercial school or a teacher-training school. More girls go to college, however, than attend these purely vocational schools of minor rank. One very astonishing condition disclosed by the graph is that partially accredited and nonaccredited high schools send almost as large a proportion of their graduates to college as do those schools whose work is unquestionably recognized for meeting entrance requirements. Little difference exists between the percentage of graduates going to college from city, village, or rural high schools. The total percentage of rural high-school graduates continuing their education is slightly greater than that of city and village high-school graduates. It must be concluded, however, from an inspection of the bars in the last column of figure 24 that the type of high school exerts very little influence on the total percentage of graduates who will continue their education in some other form of institution. In this whole consideration it should be remembered that the data presented relate. only to the members of the graduating class in 1917 who continued their education the following autumn: Other members of this





Fro. 24.—Per cent of high school graduates, class of 1917, continuing their education in 1917-18. 59872°—21——12



class may not resume their schooling for one or two years or even for a longer period. The great majority of them, however, will undoubtedly continue their education immediately or thenceforth stay out of school.

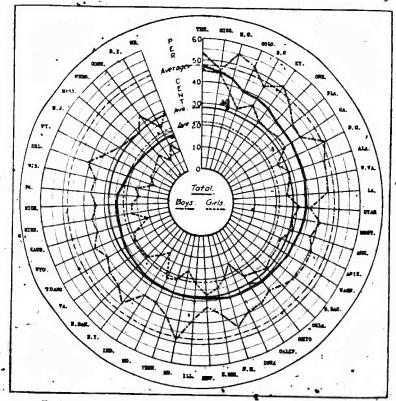
At this point it is entirely appropriate to compare the influence of public and private high schools in sending their graduates to other schools.3 In private high schools 56.2 per cent of the graduates will continue their education, while in public high schools only 42 per cent will do so? The corresponding percentage for boys in private high schools is 68.1, while that in the public high schools is only 47,1. For girls in private high schools this percentage is 46, while in public high schools it is 38.7. Private high schools send 39.2 per cent of their graduates to college, while the public high schools send only 28 per cent. The private schools send 58 per cent of their boy graduates to college, while the public schools send only 38.1 per cent. From these private schools 24 per cent of the girl graduates go to college, while from public high schools only 21.4 per cent go. The private high schools send 17 per cent of their graduates to other schools than colleges, while the public high schools send 14 per cent of their graduates to such schools. From private high school 10.1 per cent of the boy graduates and 22 per cent of the girl graduates go to these vocational schools, while from public high schools these respective percentages are 9 and 17.3. It is seen, therefore, that private high schools make relatively greater contributions to enrollment in higher institutions or in vocational schools than do the public high schools. This condition undoubtedly prevails, because the children who can afford financially to attend private high schools can also afford to attend a college or a vocational school-later.

The percentage of graduates from public high schools going to college is shown by States in figure 25. The order of the States around the circle is determined by the total percentage of graduates going to college. The curve representing this ratio is almost a perfect spiral with Texas at one end and Maine at the other. In general the Southern States lead and manufacturing States come last. It has been shown above that the Southern States have proportionately few high-school graduates. It is shown here that a very large proportion of these few graduates go on to college. On the other hand some of the New England States graduate relatively large numbers of high-school students but send relatively small percentages to college. Maine, Vermont, and Massachusetts are in this class. In Texas almost 48 per cent of the high-school graduates go to college; in Maine less than 18 per cent go. In every State a greater percentage of boy graduates than girl graduates goes to collège. In Mississippi and Utah these percentages are nearly equal.

" See chapter on private high schools.



Figure 25 does not tell the whole story about the subsequent education of our high-school graduates. Some of these graduates go to business schools, normal schools, trade schools, etc. The percentage of graduates going to these vocational noncollegiate institutions is shown for each State in figure 26. On this score New Mexico leads and Mississippi comes last. In other words, 22.2 per cent of the graduates in New Mexico go to noncollegiate schools, while in Mississippi only 6.8 per cent go to such schools. In every State except



Fro. 25.—Per cent of high-school graduates, class of 1917, going to college in 1917-18.

Maryland the percentage of girl graduates going to these vocational schools is greater than the percentage of boy graduates. The "boy" and the "girl" curves in figures 25 and 26 are reversed. There facts would seem to indicate that girls must equip themselves quickly for a vocation—the high school itself usually failing to give the desired vocational work—and do so by entering a school offering a shorter course than that usually given by a college or university. The boys want collegiate training. The girl may expect to follow her vocation



for only a few years, the boy for a lifetime. The boys are preparing for "bigger jobs" than the girls.

It is desirable to combine the curves shown in figures 25 and 26 to show what percentage of the high-school graduates in each State continue their education in some kind of school. In this array of States Texas leads, North-Carolina comes second, and Kentucky, third. Rhode Island, Maine, Connecticut, and Nebraska come last, ranking 46th, 47th, 48th, and 49th, respectively. It is highly sig-

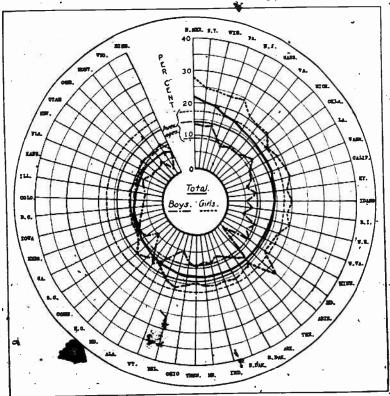


Fig. 28.—Per cent of high-school graduates, class of 1917, going to other-than-collegiate institutions of learning in 1917-18.

nificant that in Texas over 60 per cent of the high-school graduates continue their education. This standard has been set by the largest State (in area) in the Union. Other States could unquestionably attain it. "Sixty per cent to college" is no longer an ideal, but a reality. It should be observed that great differences between boys and girls do not exist in this graph. These curves representing the sexes criss-cross considerably. More generally, however, the boys excel. The motive for making a living operates about equally with



boys and girls. The desire expresses itself in different ways as shown in figures 26 and 27, the boys going to college and the girls to a vocational school. The boys are willing to pay the price for recogni-

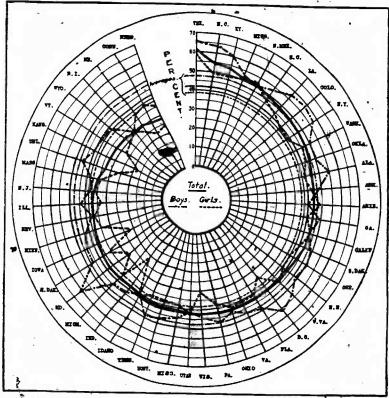


Fig. 27.—Per cent of high-school graduates, class of 1917, continuing their education in the different States, 1917-18.

tion; the girls are content to occupy temporarily mediocre positions. True, exceptions are found, but the tendency of the curves unmistakably establishes the practice.



**	Bull	Buildings and grounds.	ınds.	Scientifica	Scientific apparatus, furniture, etc.		Expenditu building equi	Expenditures for ates, buildings and new, equipment.	Hig	High school libraries.	aries.
Type of echool.	Schools	Total value.	A verage value.	. Schools reporting.	Total	Average value.	Schools reporting.	Amount.	Schools reporting.	Volumes.	Average volumes per school.
1	94		+	10	•		ac	•	01	=	2
dited predited ted . #	6,456 4,370 2,706	\$480,347.092 76,163,973 27,901,815	17.429 17.429 13.440	4, 322 4, 054 7,7	\$-2,645,857 4,749,421 1,828,810	\$6,745 1,172 1,019	2.258 1,514 826	\$27,994,478 7,961,836 3,757,514	6,360 4,275 1,996	6,656,304 1,466,742 643,817	2,1 2,2,2,2
	9,921 1,917 1,036				47, 379, 174 1, 241, 234 572, 567 31, 113		3,664 601 326 7	37,411,380 1,636,043 644,281 22,175	9,767 1,822 1,013	8,060,130 443,697 255,278 8,749	25.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.
	1,310				25,926,354 3,412,109 19,885,535		3,966	11,329,157 3,096,231 25,713,848	1,246	2, 467, 041 704, 455 5, 595, 367	1,980
Junior Senior and regular					782,017	7,888	825.4	458, 360	12,536	8,709,926	98 208 208
	12,902	584,612,880	45,312	12,171	49, 224, 088	4,044	4, 598	39, 713 848	12,631	8, 766, 863	\$
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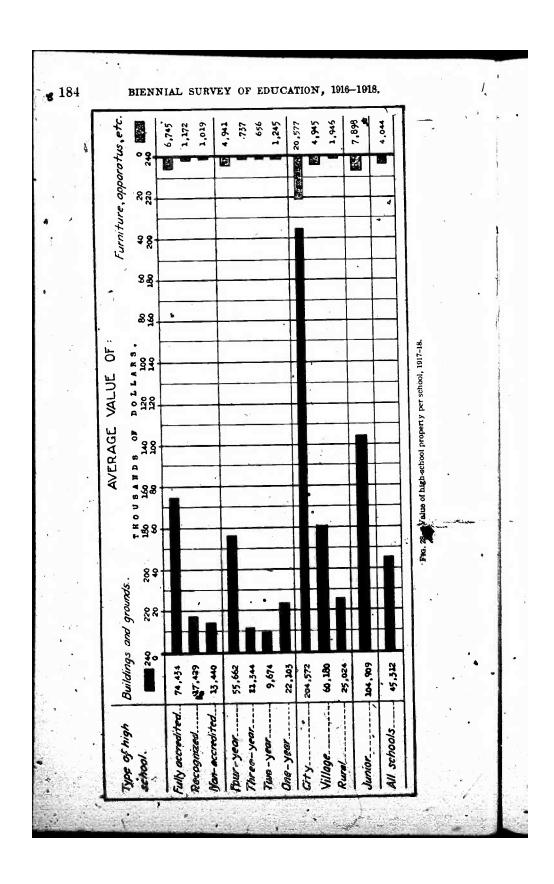
HIGH-SCHOOL PROPERTY.

Probably no single factor, outside of the teaching staff itself, contributes more to a successful high school than the value of property and equipment. The investment measures public interest in the welfare of boys and girls. The high-school building is, at once, a monument to ignorance and a light-house to progress. The relative importance of these beacons in the different States is shown in Tables 78 to 83. Figure 28 presents the facts for all high schools reporting them. The average value of buildings and grounds is shown at the left; that of furniture, apparatus, etc., at the right. As the same schools did not always report both facts, the corresponding bars could not be properly combined. This figure shows wide differences between the different types of schools. The average building of a fully accredited high school is worth about \$75,000, while that for partially accredited and non-accredited schools is less than one-fourth this average. Highschool buildings of four-year schools are about five times as valuable as buildings of three-year high schools. The average value of a city high-school building is over \$200,000, while the average value of a rural high-school building is about \$25,000, or less than one-eighth the value of a city high-school building. Presumably junior highschool buildings are modern and of recent construction, as their average value is over \$100,000. The average value of all types of highschool buildings is over \$45,000.

The fully accredited, the four-year, the city, the village, and the junior high schools have relatively greater average values of furniture and apparatus than do the other types shown in the diagram. City schools are especially fortunate in this respect. In interpreting this figure it should be remembered that only 1,049 schools did not report the value of high-school buildings and grounds. The averages shown, therefore, are especially dependable.

The average value of all school property per high school for a period of years is shown by the continuous heavy curve in figure 29. There has been almost a steady increase in this average since 1896. At that time the average value of property was about \$20,000. In 1918 the corresponding average was almost \$50,000. Within this period of 22 years the average value of high-school buildings, grounds, and equipment has more than doubled. The increased cost of new buildings and equipment has, undoubtedly, caused a part of this increased valuation. The curve therefore exaggerates the actual progress made. The increase in the value of equipment alone is shown for the past 10 years by the "dotted" line in the same figure. The increase for this purpose has been about proportional to the total increase.







HIGH-SCHOOL LIBRARIES.

Figure 29 also shows the average number of volumes in high-school libraries. The curve representing the average exhibits considerable irregularity, but the general trend unmistakably denotes larger library facilities. This hopeful tendency has been established despite the fact that hew high schools with practically no libraries come into existence annually. This de-averaging factor indicates that the large high schools have been unusually active in increasing their library facilities.

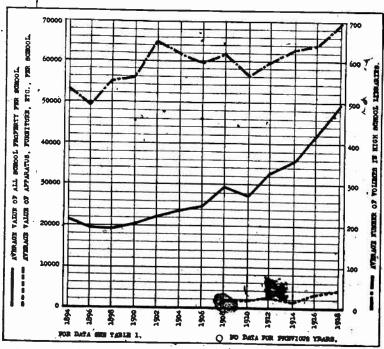
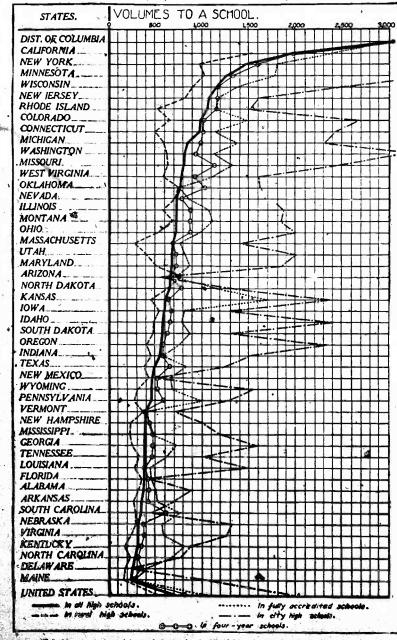


Fig. 29.—The average value of high-school property, 1894-1918.

As these averages conceal a multitude of variations from the usual high-school library a better conception of this condition may be gained from a study of the library facilities in each State for each significant group of high schools. The results of this study are exhibited in figure 30. From this graph it will be seen that the District of Columbia has the largest libraries. California ranks second, and New York third. Maine has the smallest libraries, with Delaware just above it. California has over eight times as many volumes in its average high-school library as has the State of Maine. While the public library may serve instead of a school library, its books may not have been selected for this purpose. The





Tro. 30.—Ayaraga number of volumes in the librality of high schools reporting, 1917-18.



curves in figure 30 undoubtedly represent very accurately, therefore, the real library facilities of high schools. The average high-school library in the United States has 694 volumes. Fully accredited high schools average 1,047 volumes; four-year high schools, 825 volumes; city schools, 1,980 volumes; village high schools, 1,000 volumes; and rural high schools, only 524 volumes. The "rural" curve in figure 30 shows that rural high schools generally are not so well equipped with libraries as are the other types of high schools represented in this chart. City high schools in certain States have fairly large libraries. The States particularly fortunate in this respect are the District of Columbia, California, New York, Minnesota, Wisconsin, Colorado, Washington, Utah, Kansas, Idaho, and Oregon. At any rate, these States average over 2,000 volumes to. a city high-school library. The average number of volumes in fouryear high schools and in fully accredited high schools falls generally just above the average line for all high schools.



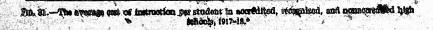
### Section of Salaries and expenses of salaries and expenses of salaries and expenses of supervisors. ### Section	Salaries and expenses of supervisors. In junior In senior In regular In jurior In senior In regular In jurior In schools. school
Salaries and expenses of appervisors. ar In junior In senior In regular In high high high high high high high hig	Salaries and expenses of supervisors Salaries and expenses of supervisors Principals
g : 200 200 600 8	Balarjes and oxpenses of principals. In junior in senior in regular high schools. 3
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Salaries and expenses of principals. This particulars. This principals. Schools. S
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THE COST OF MIGH-SCHOOL EDUCATION.

It is desirable to measure the cost of high-school education. To ascertain this average and the corresponding one for elementary education is the purpose of these few paragraphs. Unfortunately, the schedules used in gathering the data which have been summarized herein did not ask for a complete statement of high-school expenditures, it being thought that the high-school principal would not have at hand a complete statement of high-school finances, but would know his own salary and official expenses, the salary and expenses of his supervisors devoting all or part time to high-school subjects, the salary of his teachers, the cost of high-school textbooks, and the amount spent for supplies used in instruction. The functions of expense just enumerated are technically known as "expenses of instruction." The other general functions not mentioned are treated elaborately, in the chapter on State school systems. It becomes necessary, therefore, to resort to the State report to supplement the information summarized in this report. The first of these functions, general control, can not be easily divided into elementary and secondary school costs. Neither can interest paid on indebtedness. The others can. They are: First, operation of plant, including the wages of janitors, firemen, engineers, etc., and the cost of fuel, water, light, power, and janitor's supplies; second, maintenance of plant, including all up-keep or repair costs; third, auxiliary agencies. including library, health, recreational, and other miscellaneous activities; fourth, fixed charges, including annual fixed expenditures, such as rent, insurance, contributions, etc.; and fifth, outlays, including cost of new buildings and of grounds and of new equipment.

In the chapter on State school systems of the Biennial Survey it will be found that the following States made a fairly reliable separation of expenditures between elementary and secondary schools for the functions named above, except for general control and for interest on indebtedness: Arizona, California, Connecticut, District of Columbia, Louisiana, Maine, Utah, Vermont, and West Virginia. The expenditures in these States aggregate \$76,940,194, or over 10 page cent of the corresponding expenditures for the United States (\$763,678,089). These States enroll in school mmost 10 per cent of all the pupils in the public schools of the country (2,031,878 out of 20,853,516). Our "sample," therefore, represents about one-tenth of the Nation. The average length of the school term in these nine States is 160.7 days, exactly the same as it is for the United States. The States are also located in the East, South, and West. They are also distributed at intervals in figures 31, 32, and 33. The total percapita cost of education for the United States based on the total enrollment is \$36.62; for these nine States, \$37.86. The correspond-





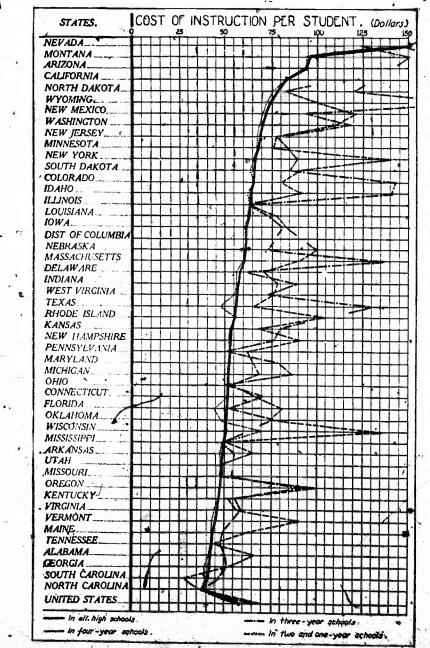
in all high schools.

- In fully accredited schools.

In partially becredited schools

h non-occredited schools.





Fro. 32.—The average cost of instruction per student in four, three, two, and one year high schools, 1917-18.

Section .



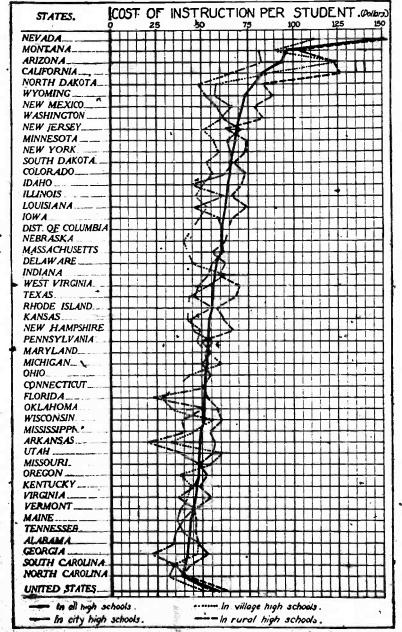


Fig. 33.—The average cost of instruction per student in city, village, and rural high schools, 1917-18.

ing per capita for the United States for current expenses only (outlays omitted) is \$30.91, for these nine States, \$32.56. In the State report it is shown that out of each \$1 spent for education 3.3 cents goes for general control, 58.2 cents for instruction, 15.5 cents for outlays, and 23 cents for other miscellaneous purposes. In these nine States it is found that a school dollar is distributed as follows: For general control, 2.9 cents; for instruction, 62.6 cents; for outlays, 14.1 cents; and for other purposes, 20.4 cents. As corresponding figures in each series of computations are practically equivalent, our "sample" of States should be fairly dependable.

Of the \$76,940,194 spent for education in these nine States, \$2,246,207 went for general control and \$919,534 for interest on the school debt, neither of which can be reliably separated into elementary and secondary school costs. The per pupil cost for general control and interest in these States, therefore, is \$1.56 and is assumed to be the same for elementary and secondary school pupils. On the other functions of expense it was found necessary in only a few minor instances to prorate an amount between elementary and secondary. These nine States spent for instruction in the elementary schools \$35,714,450 and in secondary schools \$12,467,234; for outlays in the elementary schools \$7,330,484 and in the secondary schools \$3,452,761 (the total amount spent was prorated in the ratio of 138 to 65); for operation of the elementary school plant \$7,069,241 and of the secondary school plant \$2,792,243; for maintenance of elementary schools \$1,717,091 and of secondary schools \$385,533; for auxiliary agencies in the elementary schools \$1,467,339 and in secondary schools \$529,726; and for fixed charges incident to elementary schools \$639,870 and to secondary schools \$208,481. Of the 2,031,878 pupils enrolled in the schools of these States, 1,792,681 were registered in elementary schools and 239,197 in secondary schools.

From these data significant relationships may be computed. Excluding the cost of general control and interest on indebtedness the total amount spent on the 1,792,681 elementary school pupils was \$53,938,475, or a per capita of \$30.09. With the same exclusions the total amount spent on the 239,197 secondary school students was \$19,835,978, or a per capita of \$82.93. If the per pupil cost of general control and interest, viz, \$1.56, is added to these per capitas, the average cost of elementary education is found to be \$31.65 and of secondary education \$84.49 per year. These aggregate per capitas include per pupil costs for outlays amounting to \$4.09 and \$14.43. respectively, which should be deducted if it is desired to secure an average expressing the per capita current expenses only. These remainders are \$27.56 and \$70.05, respectively. Thus it is shown that it costs annually 2.67 times as much to keep a high-school student in school as it does an elementary-school pupil. It should be remem-

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bered, however, that the elementary-school year is not so long as the high-school year. Estimating for Vermont only (using the New Hampshire ratios), it is found that the average length of the elementary-school term in these 9 States is 158.7 days, while that of the high-school term is 176.2 days. The total per pupil cost per day in elementary schools is therefore 19.94 cents and in high schools 47.95 cents, or only 2.40 times as much. It is also found that the average annual cost of instruction only for pupils in the elementary schools is \$19.92, while the corresponding average for secondary-school students is \$52.12. These averages imply that the quality of instruction in high school is 2.02 times as great as that in the elementary school. The ratio, therefore, expressing comparative instruction costs (2.62) is about equivalent to that expressing total costs (2.67). The near-equality of these ratios implies that for other costs than instruction costs a difference exists between the elementary and the secondary school. In the elementary schools this amounts to only \$11.73, while in the secondary school it totals \$32.37. It is often difficult to differentiate between elementary and secondary school costs for operation, maintenance, fixed charges, auxiliary agencies, and outlays. Considerable guessing and prorating are necessary, especially when elementary and secondary schools occupy the same building. To ask principals to go into all this detail would have reduced the number of replies and would have made the costs of instruction shown in the figures much less reliable, since fewer schools would have reported the facts desired. As practically all high schools reported the cost on instruction, the deductions made below are sound.

From the foregoing it is found that 61.7 per cent of all high-school costs goes for instruction, while 62.9 per cent of all elementary-school costs goes for this purpose. In Tables 90 to 95 the average cost of instruction in each type of high school considered is shown. The average for all schools is \$58.96. This amount represents only 61.7 per cent of the total cost for all high-school purposes. If this percentage has been accurately established, the total cost per student is \$95.56, instead of \$84.49, as deduced from the reports of 9 State superintendents. This difference may be due to several factors: First, principals report contractual salaries rather than the amount actually paid; second, they may give the entire salaries of supervisors who devote only part time to high-school work-business agents being more likely to credit such employees to the elementary school; third, principals may report under "supplies used in instruction" a variety of expenditures, if they do not heed the technical limitation. As these possibilities of error are all on one side, it must be concluded that the \$84.49 comes more nearly representing the

CHANCE TO SHARE THE RELETED



average annual cost.per student than does the \$95.56. The average cost of instruction for all high schools (\$58.96) is therefore about 69.78 per cent of the total cost. Consequently, any per capita costs appearing in this report represent about seven-tenths of the total per capita cost. Since the multiplier is constant, the per capitas given in Tables 90 to 95 may be compared directly. Likewise the curves in figures 31, 32, and 33 may be compared.

The curves show that the per capita cost of high-school education in fully accredited high schools is less than it is in partially accredited schools; in city schools, less than in rural schools; and in four-year schools, less than it is in shorter-term schools. Where large schools are maintained, per capita costs are relatively low, and vice versa. Small, short-term, partially-accredited rural high schools are maintained at high cost. This factor alone does not argue that they are better schools than those more fortunately situated and conducted at a lower average cost. These conditions prevail in nearly all the States, the "dotted" curve in figures 31 and 32 falling to the left of the average for all schools, and the city and village high-school curves in figure 33 occupying much the same relative positions.

The high schools of Nevada, Montana, Arizona, and California are maintained at high cost; while those of Vermont, Maine, Alabama, Georgia, and the two Carolinas are comparatively inexpensive. In 5 States the average cost exceeds \$75. In 14 States the average is less than \$50. In each case, of course, these averages represent only seven-tenths of the total annual cost of maintaining the high schools.

Table 13.—The average salary of high-school principals and the per capita cost of instruction, 1917-18.

Type of school.	Schools	Students	Salaries and of princi		Cost of ins	quetion.
ry pe or sentor.	report- ing.	in these schools.	Total Amount.	Average amount.	Total	Per capita amount.
	5	8	*	5	6	3
Fully accredited. Furthally accredited. Normecredited.	6, 514 4, 497 2, 246	1,393,497 179,647 79,563	\$10, 139, 425 4, 549, 399 2, 175, 759	\$1,557 1,012 969	\$81,337,561 11,651,648 4,537,918	\$58. 37 64. 30 57. 04
Four-year Three-year Two-year and one-year.	10, 166 1, 929 1, 162	1, 573, 210 57, 812 - 21, 685	14,004,348 1,828,799 1,031,436	1,378 948 888	92, 157, 216 3, 763, 169 1, 516, 742	58. 58 65. 09 69. 94
City. Village. Rura)	1, 269 731 11, 257	856, 902 125, 053 670, 752	3,084,362 909,134 12,781,087	2,431 1,367 1,135	48, 680, 360 6, 277, 531 42, 479, 246	55. 81 50. 19 63. 33
All schools	13, 257	1,682,707	16, 864, 583	1,272	97, 437, 127	1 88.96

Of this amount 91.9 per cent is spent for salaries, 2 per cent for textbooks, and 6.1 per cent for other expenses of instruction.



SALARIES OF PRINCIPALS.

From the data submitted it would have been possible to compute the average annual salaries of teachers. This study will appear in another bulletin including a study of the qualifications and experience of teachers in the different types of high school. As this special bulletin will not contain anything concerning the salaries of principals, the average annual salaries (including expenses) of these administrative officers have been shown in Tables 13 and 90 to 95 and in figures 34 and 35. In this study it should be remembered that three-fourths of these principals have charge of schools enrolling not over 100 students.

The average high-school principal receives \$1,272 per year, or about \$100 per month for the entire year. Principals in fully accredited high schools get on an average \$1,557. In four-year schools the corresponding average is \$1,878. In city high schools the principal receives an average salary of \$2,431, or over \$200 per month. Rural high-school principals get only \$1,134. Principals in low-grade schools and in short-term high schools get relatively low pay. This inequality in pay makes it difficult for one of these schools to get recognition in the fully accredited group, since so small a salary will not attract the best principals.

Principals in the District of Columbia, California, Arizona, Massachusetts, and New Jersey receive the highest salaries, in the order named. Nebraska pays the lowest average salary. Maine, Michigan, Indiana, and Iowa, together with several Southern States, also pay relatively low salaries to their high-school principals. An inspection of the individual reports reveals the fact that high-school principals are poorly paid. Few capable college graduates will condescend to accept such paltry amounts as are sometimes given when other more remunerative vocations are open to them. If we wish to attract the strongest young men and women to the teaching profession, we must outbid competitors.

EXPENDITURES FOR SITES, BUILDINGS, AND OTHER PERMANENT IMPROVEMENTS.

In Table 84 it is shown that 4,598 schools incurred expenses for capital outlays or permanent improvements in 1918. The amount so spent aggregates \$39,713,848. Similar data have been collected from high schools since 1910. In that year, 2,596 schools reported outlays amounting to \$19,366,049; in 1912 the corresponding expenditures by 2,645 schools amounted to \$21,530,142; and 3,668 schools reported expenditures in 1916 totaling \$30,220,656. From these comparative figures it does not appear that war conditions interfered to any great extent with the high-school building program. From



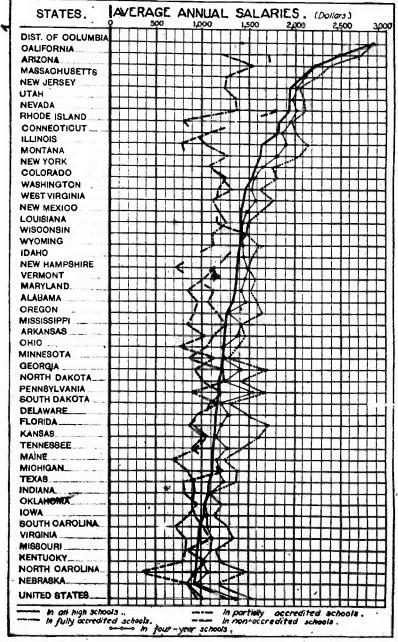
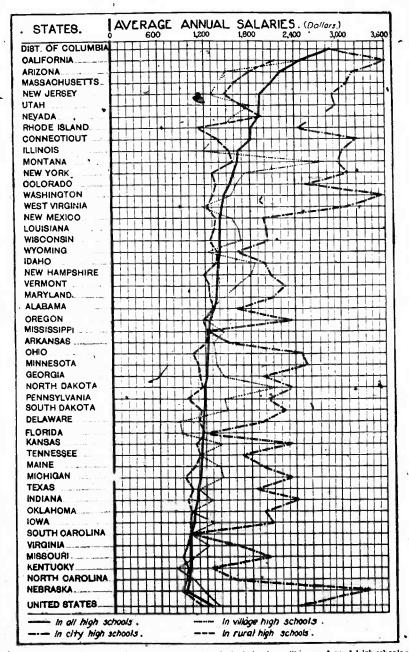


Fig. 34.—Average annual salaries (and expenses) of principals in accordited, recognized, nonaccredited, and four-year high schools, 1917-18.





*Pio. 35.—Average annual salaries (and expenses) of principals in city, village, and rural high schools, 1917-18.



the statistics of State school systems it is found that the following amounts were spent for outlays for both elementary and secondary schools: In 1910, \$69,978,370; in 1912, \$78,018,967; in 1914, \$91,-606,460; in 1916; \$103.507,315; and in 1918, \$119,082,944. Assuming that these corresponding reports are correct, the proportion of all outlays going for high-school purposes may be ascertained. Thus, in 1910, this ratio was 27.7 per cent; in 1912, 28 per cent; in 1914, 23.5 per cent; in 1916, 29.2 per cent; and in 1918, 33.4 per cent. It is seen, therefore, that from one-fourth to one-third of the total amount spent in the United States for new buildings, grounds, and new equipment goes for high-school purposes. The high percentage is significant in view of the fact that only 8.3 per cent of the total public-school enrollment is found in high school. In other words, in 1918 we spent for permanent improvements in our elementary schools \$79,369,096 for the 19,117.897 children enrolled in such schools, or a per capita of only \$4.15. For the same purpose in our high-schools we spent \$39,713,848 for the 1,735,619 children registered in such schools, or a per capita of \$22.88. These average costs show that we spent in 1918 for capital outlays over 5.5 times as much for a highschool student as we spent on a child in the elementary schools. Of course, some of the high-school buildings are often used to accommodate elementary school pupils, and this fact tends to reduce slightly the disproportionate ratio of 5.5. These facts do not imply that we are spending too much on high-school buildings, most of which have been recently constructed along modern lines, but that we are spending too little on our elementary school buildings. The rural school child in particular quite often uses an old building which was constructed many years ago and which can not usually be called modern in any sense of the term.4



Strayer, George Drayton. "A statewide school building survey." In Journal of Educational Research, March, 1920.

Table 11.-Instructors in public high schools in 1917-18-Part I.

•	-										In .	N. F				
States.	ju hi	n nior gh ools.	sen hi	n lor gh ools:	In re hij scho	gh	To	tal.	In fi accre- hip scho	dited zh	In p tinlly cred his scho	ited th	In n acer ited scho	ed- high	٠	•
,	Men.	₩ошеп.	Men.	Мошеп.	Men.	Уошеп.	Men.	Women	Men.	Women.	Men.	Women	Men.	Women.		
1	2	8	4	5	6	7	8	9	10	l1	12	18	14	15		
United States			947	2, 2 99	27, 058	50 , 73 0	28, 781	58, 041	21,819	45, 100	4,703	7,715	2,259	3, 226		
Alabama. Arizona Arkansas. Palifornia Colorado	.1 14 .1 53	27 207	6 11	11 36 36	264 62 212 1, 597 305	330; 2,486	264 74 240 1,590 338	2,593	117	263 2,351	49 -5 73 -97 -25	82 18 71 207 40	34 50 107 51	59 105 87		
Connecticut Delaware District of Columbia Florida Georgia			 S 2	13 28 5	4.5 122	97 21.5 308	282 45 122 173 352		270 30 122 66 175	63 215 206	28	34 39 150	79 83	136		
dahollinois ndianaowa	.: 31	30 35 •113 62 147		133	1,399	3,029 2,307 2,455	218 1,797 1,499 883 833	3, 105 2, 553 2, 600	1,435	2,721	244 26 293 306	352 31 664 893	38 10	28 17	,	
Kentucky Louisiana Jaine Jary land Jassachusotts	2	51 5 162	9 2 80		374 315 249 253 1,002	664 592 416	388 315 253 253 1,107	665 664 600 416 2,529	235 217	523 550	31	150 25 0	117 19 3	125		
dichigan	21	! 7 26 7	. · 2	218 221 8 21 11	778 222	1,67 463 1,723	110 879 224 914 222	2,042 478 1,773	689 158 647	1,743 376 1,418	30	21 47 310	6 179 36 53	55		
Nebraska Nevada Now Hampshire Now Jersey New Moxico	. 5	58 29		78 39 81 30	103 708	291 1,299	401 44 129 782 75	82 359 1,479	127	342 1,435	26			3		¢.
New York North Carolina North Dakota Dhio Oklahoma	224	43		187 38 184 88	2, 407 291 281 1, 595 545	540 519 2,380	291 303 1,910	540 600	137 1,477	337	233 81 416	405 168 511	17	95 11		
Oregon		232 232		58 45	284 2,228 119 167	552 3, 123 245 316	314 2,354 119 167 239	856 3,440 245 316 515	1,691 116 55	2,788 242 129	597 3	137	66 36	50		
Fennessee Fexas Utah Vermont Virginia	. 20 26 7	41		27 15	1,110 208	1,801 313 277	348 1, 130 257 119 449	1,842 299 317	693 224 105	1,355 265 291	230 33	273 34	207	214	•	
Washington West Virginia Wisconsin Wyoming	. 10		20	21 44	741 300 747 . 66	568 1,768	742 337 777 67	1,170 657 1,853 144	234	526	103 76	131	18			
1.		•	7		**				_			•		•		



TABLE 14.—Instructors in public high schools in 1917-18-PART II.

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States.	y'	our- ar ools,	30	hree- rar ools.	عر ا	two- car ools	! N	one- ools.	h	city igh ools.	l hi	illage gh ools	In r hi- sche	', d
	Men.	Women	Men.	Women.	Men.	Women	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women
1	2	3	1	5	6	7	8	9	10	11	12	13	14	15
U. S	26,059	53,033	1,829	2,205	870	781	23	22	12,206	23,378	1.734	4,609) 14,841	·
Alabama Arizona Arkunsas California Colorido	216, 74, 175 1,560 331	468 195 314 2,693 712	33 46	51 42	15 19	13 7 1	 		63 43 54 523 137	194 113 133 1.452 297	16 4 22 65 46	54 119	185 27 164 672 155	306 62 206 1,122 313
Connecticut. Delnware. D _s st. of Columbia Florida. Georgia	280 37 122 152 255	744 84 215 359 388	1 6 97	139	1 4	1- 2 16 1			212 18 122 10 99	506 39 215 29 153	5 27 29	10 67 48	70 22 136 224	244 48 285 327
Idaho	198 1,671 1,461 792 797	369 2,994 2,521 2,459 2,061	8 61 22 43 18	12 74 19 81 27	10 65 16 46 18	9 37 10 63 12	2	1 . 3 . 3	26 752 434 156 171	42 1,249 868 481 498	26 45 100: 87 80	50 169 236 351 219	1,000 965 640 582	290 1,687 1,449 1,777 1,383
Kentucky Lonisiana	355 305 245 245 1,099	632 648 589 404 2,519	12 2 1 5 3	18 1 7 R	21 8 7 3 .5	15 15 4 3 9		1	129 56 68 120 847	265 165 203 141 1.774	24 18 6	65 58 15	235'. 241 170 133 260	335 441 382 275 751
Michigan Minnesota Mississippi Missouri Montana	1.033 843 174 732 198	2,379 2,013 402 1,594 441	11 41 41 91 12	7 9 69 120 16	66 22 9 90 10	20 7 59 15	1 2		524 329 27 385 36	1.142 706 141 670 109	55 11 44 2	233 166 41 160 10	498 495 186 485 184	1,075 1,110 296 943 353
Nehraska Nevada New Hampshire New Jersey New Mexico	354 40 127 768 68	1,247 78 342 1,455 158	35 2 2 10 4	94 2 8 16 5	12 2 4 3	39 2 9 8 4		1	73- 2- 64 608 10	222 19 158 1,000 36	22 5 6 42 4	81 82 124 23	306 37 59 132 61	1,078 55 169 355 108
New York North Carolina North Dakota Ohio Oklahoma	2.404 231 248 1,672 508	4,685 468 550 2,879 1,077	25 49 30 200 44	50 60 29 207 51	46 11 23 38 47	57 11 20 15 31	8	1	1.776 .50 .25 .933 .95	2,749 106 60 1,576 250	92 13 12 75 80	411 49 37 196 208	613 228 266 902 426	1,636 385 503 1,329 704
Oregon	308 1,883 116 81 218	650 3,040 242 180 493	4 413 82 13	350 133 22	2 55 3 4 6	50 3 3	••••	1	1.294 102 35 32	249 2.000 197 91 92	26 214 12 20	65 418 35 50	189 856 17 120 187	342 1,022 48 100 373
Tennessee. Texas Utah. Vermont. Virginia.	263 891 242 108 359	1,624 289 297 882	51 213 5 1 66	54 198 3 3 129	34 26 8 10 24	222 20 5 17 39	2	3	48 · 348 · 65 · 28 · 132	126 764 135 90 . 320	18 91 56 10 18	42 148 61 27 48	282 691 136 81 299	366 930 103 200 682
Washington West Virginia Wisconsin Wyoming	697 294 771 58	1,119 623 1,845 137	24 21 4	30° 22	21 22 6 4	20 12 8 3	1	1	302 114 317 13	409 256 787 37	51 23 52 2	110 58 138	389 200 408 52	651 343 928 94



TABLE 15 .- Students and teachers in high schools, 1917-18-PART I.

	lu ull	schools.	In fully	accredit-	In parti eredited	ially ac- schools.	In noun ed sel	ceredit- _l books	ln juni scho	or high sols.
States.	Teach-	Students.	Teach-	Students.	Teach-		Teach-	Stu- dents.	Tench- ers.	Stu- dents.2
1	2	:1	4	·	6	:	8	 9	10	11
United states.	84, 822	1,735,619	66, 919	1, 463, 775	12, 118	186,338	5, 485	85,506	3.787	90, 148
Alabama	796	18.532	583	11.821	131 23	2.213 178	K2	1.498	₂₂ -	
Arizona	260 × 633	1,159 12,514	237	3,981 8,763	1111	2,065	109	2.016	41	: 390 : 1.118
· California	1.233	92, 100	3,737	77, 159 17, 617	304	4, 132	212	10,5%	260	7,900
Colorado	1.052	20,312	1 849	17,617	65	471	138	1.554	80	1.468
Connecticut	1.032	23, 103	983	22, 282			49	· ×21	i 28	- 75 t
Dolaware Dist. Columbia	142 337	2,568 6,928	93	1 875 6 926	19	691			·	••••••
Florida	551	9,207	2.2	5.265	67	724	215	3.218	52	1.047
Georgia	350	23,739	135	14,065	244	6,554	201	3,120		
Idaho	609	11.023	433	8,980			176	2,013	35	1.464
Illinols	4,9812	106,087	4,211	96,435	596	8,315	62	797 754	194	1,251
Indiana	4.052 3.492	70, 111 56, 199	3,029	69,001	957	656 11,076	66 27	257	70	4.397
Kansas	2,933	51.823	1.377	31 687	1.259	19, 107	297	1, 929	. 172	5,063
Kentuckv	1,053	21,878	543	13, 731	248	4,826	242	3,319	56	1.501
Louismua	979	15, 281	752	12,855	195	2,035	32	391		J
Maine	- 609 853	18, 121	794	17.282	54 73	820	.!	19	7	223
Maryland Massichusetts	3,636	13,554 i 83,724	385 3,518	12,377 81,764	118	1,019	11	158	187	1,031
* Actableson	3,500	1	3,017	65,671	500	8.055	10	110	3×1	9,899
Michigan Minnesota	2,921	73, 845 52, 937	2,432	16,818	32	373	13 457	116	169	1.851
Mississippi	.02	13, 121	23.1	10,613	77	-1.367	91	1.111	*7	787
Missouri Montana	2,697	57, 7%6 10, 669	2,065	1 9 293	521 148	8,304	94	1.364	30 	1.100
		1		İ				1	1	
Nebraska		30,332	+ 761 199	15,861	712	10,850	270	3.61%	6.1	1,314
N. Hampshire	488	9,386	169	9,171	19	215		3,000	31	1.015
New Jersey	2,261 242	52,920 3,750	2,391 191	51,650 3,081		1 1,270 669		: : : : : : : : : : : : : : : : : : : :	- 129	2.180 ساء
New Mexico	i	1		·			t			٠٠٠٠ سب
New York	7,277	167, 197	6,777	161.906		5, 191	نهٔا		100	1 f. 260
North Carollua North Dakota	903	17,852 12,816	i 188	5.188 7.538		12,601 3,113	150	2. 165	53	1.196
Ohio	5.011	112, 150	1 4,056	98,727	927	13.117	28	315	764	6.95
Oklahoma	1.703	35,632	$^{-1.130}$	25,770	151	2.237	182	7, 625	127	1.007
Oregon	970	19, 401	613	14, 776		4.319	30	306	54	p. 1.449
Penusylvimin Rhode Island		134.518 8,304	47479 358	110,968 8,254	1.190	20.884		2,668	300	W4 1,907
Bouth Carolina.	413	8.770	184	3, 498		3,778	Ni	L 194		
South Dakota		12,138	307	8,672		276		# 190	5	100
Tonnessee	882	17,963	356	13,190	176	2,540	150	2,243	19	1.33
Texas	. 2,972	63,049	2.048	47, 313	503	8,288	121	7,448	61	1,300
Utsh Vermont		12,699 9,237	449 396	11,653 8,750	67	1,046	40	487	. 85 32	1,30
Virginia		26,640	786	8, 750 17, 208	Mel	1.252		8,180		
Washington	·1		1,630	32, 164	91	915	Tul	1, ×23	- 15	55
West Virginia	. 994	17,863	760	14,901	234	2.962		. [87	1,51
Wisconsin	2,630	49,949	2,375	46, 355	222	3.263	33	*331	51	1,00
Wyoming	. 211	3,347	169	2,952	39	361	3	34	9	34



l Included in preceding teacher columns.
lincluded in proceding student columns.
Errors in tabulation: 15 teachers omitted.
Error in tabulation; 5 teachers omitted as well as all part-time teachers.

Table 15.—Students and teachers in high-schools, 1917-18--Part II.

										4-		•
States,		rity pols.		illage ools,		ural pols.		ur-yent 100ls,	In three		In tw and or setu	ie-year
	Teach- ors.	Stus dents.	Teach- ers.	Sta- dents,	Teach- ers.	Stu- dents.	Teach- ers,	Stu- dents.	Teach-	Sty- dents.	Teach- ers.	Stn- dents.
i	2	3	4	.,	6	7	8	9	10	11	12	13
Ų. ↓ \$	35,579	903,844	6,313	135, 017.	12, 891	696,758	79,083	1,654,600	1,031	 55,521	1, 696	22, 19
Alaba ma Arizo na	257 156	7, 297 2, 786	48 15	921 169	101 89		. 684	16,790	84	1,250	28	35
Arkanisas	1 187	4,495	76	-2.015	370	6,334	519	10 977	88	1,449	20	37
'abfornia Colorado	2,273 431	02, 527	, 183	3,589 3,234	1,794 468	6,978	4,253 1,013	92,100 20,223	2	14	7	104
Somecricat	718	46,343.1	F		314	6, 168	1,021	22,982	6	86	2	
Jelaware Jist Columbia	337	1.251	[15	210	70	1, 105	121 337	2,206 6,926		190	ti	8
dorida keorgia	39 252		91	470 2,238	121 551	6, 935 12, 595	511	8,736	12		31 1	3U
daho	68	Ι.	!	,	456	6,930	567	10,625	i	, i	22	23
llerois	2,001 1,302	55 5000	23.4	4,515	2,687 2,114	46,006 34,218	4,665 3,982	102, 846	135	1,833	102	1,40
owa	4551	13, 329	138	7,669	2,417	35,201	3,251	53, 438	127	1,389	29 114	1,37
	ł	16, 852	¦ '	· ·	1,965	31,427		53,931	1		30	i
ventue ky pograna	221	9,634 5,075	76	1,871 1,418	570 682	8,755	987 953	, 11,950	: 3	31	36 23	53 29
daine	271 261		21	588	561 468	10,704	834 619	17,866	13	1 100%	11	14
dassachusetts.	2,625	65, 116		·	1,011		3,618	81, 475			14	13
dichigan Juupsota	1 666		321 221	6,507 4,718	1,573 1,605	28,697 23,779	3, 412 2, 836	71,889 52,019	18 22	210 287	130	1,74
lisissippi lisuud	168 1,055	4,311	32	1,010	482	8 030	576	11,482	210	1,722	43 16	60 21
dontana	145	$27,211 \\ 3,178$	204 12	4,576	1, 425 537	7,306	2,326 639				150 27	2,52 18
Nebaaska	295	6,97.5		2,408	1,384	21,019	1,601	27,812	129		52	74
. Uampshire.	222	5,507	3%		225	3,536	469	$\frac{1,452}{9,171}$			- 4	3 10
vew tersey Vew Mexico	1,60%	39, 475 907	166 27	3,596 461	187 169	9,519 2,382	[2,223]	52,367	26		1 9 7	18
Yew York	4,525	127, 094:	503	9,048	2,219	31,045		165,650		673	1 13	86
North Carolina North Dakota.	156	4, 434, 2, 023	62	1,543	613 769	11,875 9,813	699 798	15,338 11,614	109 59	2, 103	23 46	41 58
hlo Iklahoma	2,509 345	66, 219 8, 529		7,075 7,467	2, 231 1, 130	38,865	4,551 1,585	106, 425 33, 373	407	4,954	53 S0	78
regoti	348	8, 966	91	2,026	531	8,409	958	,		1, 256	- 3	1,00
ennsylvania. Uode Island.	3,291	80,560 7,016		13,783	1, 87K	34, 175	4,923	$\begin{array}{c} 19,281 \\ 118,933 \end{array}$	763	13,420	108	2, 14
outh Carolina	126	2,867	17 70	929	65 310	1, 2×4 4, 974	261	8, 254 5, 002	215		6	5 14
outh Pakota.	124	2,360	2.2	1,436	560	8,342	711	11,643	35	404	s	9
Cennéssee Cexas	174 1,112 200	5, 206 28, 135	60 239	1, 125 5, 660	64N 1,621	11,632 29,264	718 2,515	15,577 85,973	105 411	1,595 6,506	59 46	79 57
tah	200 118	5, 880 2, 847	117 37	2,190 1,010	239 281	4,629 5,380	531 405	12, 283 8, 873	S 4	112 52	17 27	30 31
itania	452	11,596	66	1,515	981	13, 529		23,526	195		63	79
Washington West Virginia.	711 370	17, 936 8, 006	- 161 81	3,036	1,040 543	13,930	1,816	34,055	54	458	42	-38 -38
Visconsin	1, 104	22, 484	190	1,621 5,772	1,330	8,236 21,693	917 2,616	16, 866 49, 818	43	563	34 14	13
Wyoming	45	1,103	15	213	142	2,031	186	3,218	8	56	8	73



_		\$.	वर्ष	3	, pri	ols.	ls.	8.	i.	and pols.	high	•
states	In all schools.	In fully accredited schools.	In partially accredited schools	In nonaccrédited schools.	In city schools	In village schools	In rural schools	In four-ye schools.	In threeye schools.	In two-year and one-year schools	In junior h	
	?	8	4	5	6	7	8	P	10	f 1	12	
United States	20.5	21.9	15.0	15. 6	25. 4	21.3	16.3	20.9	14.5	13.3	23.9	•
Alabama. Arizona. Arkansas. California. Colorado.	23.3 16.0 20.6 21.7 19.3	25. 4 16. 8 23. 1 20. 6 20. 8	10.0 7.7 14.3 14.6 13.4	18.3 18.6 49.6 13.4	28. 4 17. 9 24. 1 27. 5 23. 4	19. 2 11, 3 26. 1 19. 4 21. 5	21.0 13.5 17.1 14.5 14.9	24.5 16.0 21.1 21.7 ₂ 19. {	16.5 16.9 7.0	13. 7 14. 5 15. 0	17.7 27.3 30.4 23.3	
Connecticut	22. 4 18. 7 20. 5 16. 7 27. 0	22. 6 20. 2 20. 5 19. 4 33. 8	14. i 10. 8 25. 9	18. 7 14. 9 15. 5	23.6 21.9 20.5 46.2 31.4	14.0 5.0 29.1	19. 7 15. 8 16. 5 ¹ 22. 9	22. 4 19. 0 20. 5 17. 1 32. 0	14.3 12.7 14.0 13.4	17.5 13.3 9.8 12.0	20.8	`
Idaho	18.1 21.6 17.4 16.1 18.7	20.8 22.8 17.6 17.4 23.0	14.0 11.5 12.3 15,2	11.6 12.8 11.4 9.5 13.6	28.8 27.2 22.3 20.9 25.2	25. 2 21. 1 19. 9 17. 5 21. 9	.15. 2 17. 1 14. 2 14. 6 16. 0	18.7 22.1. 17.5 16.4 18.9	8.0 13.6 9.1 10.9	10.7 13.8 11.3 42.0 12.6	41.8 30.6 30.5 11.9 29.4	
Kentucky Louisians Mathe Maryland Massichusetts	1.5.6	24. 4 17. 1 21. 8 22. 8 23. 2	19.5 10.4 14.1 14.0 16.6	13. 7 12. 3 19. 0 14. 3	26.8 23.3 24.3 25.5 24.0	21.0 18.7 28.0	18. 2 12. 9 19. 1 16. 9 18. 4	21. 2 15. 7 21. 4 20. 5 23. 1	12.7 11.3 13.5 10.8 29.8	14.9° 12.9 13.5 13.0 9.3	26.8 31 9-	
Michigan Minnesota Minnesota Mississippi Missouri Montana.			16.1 11.6 17.8 15.8 9.3	8. 9 12. 6 15. 8 13. 9	23 3 22.3 25.9 25.8 21.9	20.9 21.5 20.2 22.5 15.4	18 2 14.8 16.7 18.2 13.6	21. 1 18. 2 20. 0 22. 3 16. 0	11.7 13.0 15.7 16.0 8.2	13. 4 14.0 13. 6 16. 8 7. 0	25.8 28.9 1112.8 37.0 25.9	
Nebraska. Nevada. New Hampshire. New Jersey. New Mexico.	12.0	20.0	14.6 7.8 10.6 18.1 11.1	13. 0 9. 6	23. 4 19. 0 24. 8 24. 5 19. 8	23.4 13.1 8.9 23.5 17.1	15.7 10.4 15.5 19.6 14.1	17.4 12.3 19.6 23.5 15.9	13.5 12.0 11.1 14.1 9.7	14.3 7.5 11.6 15.6 8.9	21.0 29.9 16.9 22.8	•
New York North Carolina North Dakota. Ohto Oklahoma	23.0 21.5 14.2 22.4 20.2	23.9 27.6 15.9 24.6 24.8	10.4 19.8 12.5 14.1 14.8	12.6 12.0 11.3 15.8	28.1 28.4 23.7 25.5 24.8	18.1 24.8 20.0 26.3 25.5	13. 8 19. 4 12. 8 17. 4 17. 4	28.4 21.9 14.5 23.4 21.0	9.0 19.3 10.4 12.2 12.8	7.6 17.9 12.8 14.7 12.5	42.6 22.6 9.2 31.4	٠.
Oregon Pennsylvania Rhode Island South Carolina South Dakota	20.0 23.2 22.8 18.2 16.1	24. 8 24. 8 23. 1 19. 0 17. 1	14.3 21.0 8.3 17.7 10.6	10.0 21.8 17.4 14.4	25.8 26.4 23.5 22.8 19.0	22.3 22.2 19.8 20.5	15.8 18.1 19.9 16.1 14.9	20. 1 24. 2 23. 1 19. 2 16. 4	10. 2 17. 6 16. 9 11. 5	9.3 19.9 8.3 20.3 11.4	26.4 26.4	
Tennessee. Texas Utah Vermont Virginia	20.4 21.2 22.8 21.2 17.8	23. 8 23. 1 23. 9 22. 1	14.4 16.5 15.6	14.9 17.7	29.9 25.3 29.4 24.1 25.6	18.9 23.7 18.7 27.5 28.1	17.9	21.7 22.2	15. 2 15. 8	l .	70.1 21.4 44.8 40.4	
Washington West Virginia. Wiscensin Wyoming.	18.2 18.0 19.0		10.1 12.7 14.7 9.2	9. 5 10. 0	25. 2 21. 6 20. 4 24. 5	18.9 20.0 30.4	13. 4 15. 2 16. 2	18.7 18.4 19.0 17.3	8.5	9.8 12.8 9.4 9.1	2111.0 17.4 19.6 38.1	•

STATISTICS OF PUBLIC HIGH SCHOOLS, 1917-1918.

TABLE 17.—White and colored students enrolled in all types of public high schools—Percentage distribution by grades, 1917-18.

	Eleme	antary	grades		Secon	dary g	rades (d)	ove el	ementary	grade	es).	
	1 UTKE	t of Junio	or high	O + 1, C - 2 - 1	First (nin grad	ith	Second (ten grad		Third (elever	nth	Fourth (twel	year fth e)
States.	Hoverth grade pupils.	Eighth grade pupils	Totaf.	Students enrolled,	Students.	Percent of total.	Students.	Per conf of total.	Students.	Per cent of total.	Students	Per wat of total.
1	2	1	4		6	7	8	9	10	11.	12	18
v. s	18,831	41,617	90,448		654,935	39.8	441, 348	26.9	309, 208	18.8	239, 100	14.5
Alabama	237 732 4,121 1,014	153 386 3,779 854	390 1,118 7,900 1,868	18,532 3,769 11,726 84,200 18,474	7,378 1,512 4,894 33,923 6,780	39.8 40.1 41.7 40.3 36.7	5, 151 996 3,271 22,016 5, 113	27.8 26.4 27.9 26.1 27.7	3,627 697 2,157 14,632 3,643	19. 6 18. 5 18. 4 17. 4 19. 7	2,376 564 1,404 13,629 2,938	12.8 15.0 12.0 16.2 15.9
Connecticut Delaware Dist Columbia Florida Georgia	454	297 502	751 1,047	22,352 2,566 6,926 8,160 23,739	9,447 1,114 2,929 3,233 8,254	42.3 43.4 42.3 39.6 39.0	5,209 685 1,025 2,355 6,775	23.3 26.7 27.8 28.9 28.5	4, 158 453 1, 164 1, 448 4, 960	18.6 17.7 16.8 18.2 20.9	3,538 314 908 1,064 2,750	15.8 12.2 13.1 13.3 11.6
Idaho. Illinois. Indiana Iowa Kansas.	2,356 487	647 599 2,031 344 2,391	1,464 1,254 4,387 831 5,063	9, 559 104, 833 66, 024 55, 368 49, 760	3,921 43,750 23,912 20,436 18,572	41.0 41.7 36.2 36.9 37,3	2,463	25. 8 26. 8 25. 5 27. 0 26. 2	1,784 17,970 13,397 11,046 9,670	18.7 17.1 20.3	1,391 15,074 11,854 8,966 8,484	14.5 14.4 18.0 16.1 17.1
Kentucky Louisana Maine Maryland Massachusetts.	772 . 121	729 102 1,677	1,501 223 4,031	20, 375 15, 281 17, 898 13, 554 79, 693	8,735 5,724 6,544 5,705 28,335	42.9 37.5 36.5 42.1 35.6	5, 140 4, 245 4, 774 3, 453 21, 603		3,655	37.9 20.7 19.9 17.7 20.0	2,845 2,150 3,019 1,988 13,838	14.0 14.0 16.9 14.7 17.3
Michigan. Minnesota. Mississippi Missouri. Montana	5, 106 2, 567 437 647 112	4, 793 2, 284 350 462 121	9, 899 4,851 787 1,109 233	63, 946 48, 086 12, 634 56, 677 10, 436	25,599 17,907 4,628 22,729 4,600	40.0 37.3 36.6 40.1 44.1	16,807 12,823 3,736 15,370 2,640	26.3 26.7 29.6 27.1 25.3	11, 825 9, 388 2, 659 10, 365 1, 830	18.5 19.5 21.1 18.3 17.5	9,715 7,968 1,611 9,213 1,366	15.2 16.5 12.7 14.5 13.1
Nehraska Nevada N. Hampshire. New Jersey New Mexico	708 508 1,259 216	507 921 195	1,314 1,015 2,180 ,411	29,018 1,530 8,371 50,740 3,339	11,027 651 2,921 21,782 1,339	38.0 42,5 34.9 42.9 40.1	7,597 422 2,296 13,263 911	26. 2 27. 6 27. 4 26. 1 27. 3	5,832 254 1,764 8,802 616	20. 1 16. 6 21. 1 17. 4 18. 4	4,562 203 1,390 6,893 473	15.7 12.3 16.6 13.6 14.2
New York N. Carolina N. Dakota Ohio Oklahoma	669	2,088 527 8,071 1,804	1,196 6,958 4,007	162,927 17,852 11,620 105,201 31,625	72, 113 7, 548 4, 750 39, 014 13, 233	44.3 42.3 40.9 37.1 41.9	45, 180 4, 949 3, 014 28, 077 8, 799	27. 7 27. 7 26. 2 26. 7 27. 8	27, 245 3, 492 2, 179 21, 081 5, 497		18,389 1,873 1,647 17,029 4,096	11:3 10.5 14.2 16.2 12.9
Oregon Pennsylvania. Rhode Island B. Carolina Bouth Dakota.	764 4,449 84	\$ 685 3,458	1,449 7,907	17,952 126,611 8,304 8,770 11,978	6,342 51,637 3,546 3,636 4,634	35, 3 40, 8 42, 8 41, 5 38, 7	4,999 34,472 2,269 2,573 3,066	27.9 27.2 27.2 29.3 25.6	3,718 24,210 1,396 1,941 2,381	20.7 19.1 16.8 22.1 19.9	2,893 16,292 1,093 620 1,897	16.1 12.9 13.2 7.1 15.8
Tennessee	727 673 1,806 725	606 733 1,720 577	1,333 1,306 3,525 1,302	16,639 61,743 9,174 7,935 26,640	7,008 24,840 4,095 2,854 10,827	42.1 40.2 44.6 .36.0 39.5	4,549 16,805 2,489 2,091 7,331	27.4 27.2 27.1 26.4 27.5	8, 107 12, 228 1, 518 1, 572 5, 364	18.7 19.8 16.6 19.8 20.1	1,986 7,870 1,072 1,418 3,418	11.8 12.8 11.7 17.8 12.9
Washington. West Virginia. Wisconsin. Wyoming	908 961 502 203	247 658 499 140	555 1,519 1,001 343	84,847 16,344 48,948 8,004	14,041 6,781 17,805 1,270	40.9 41.4 36:4 42.3	9,040 4,439 18,002 801	26.8 27.1 26.6 26.7	6,150. 2,956 9,746 551	17.9 18.1 19.9 18.3	5, 116 2, 188 8, 395 882	14.9 13.4 17.1 12.7



TABLE 18.—White students enrolled in all types of public high schools—Percentage distribution by grades, 1917-18.

*1	Kleme	ntary			Second	ary gr	ades (ab	ove ele	inentary	grade	es).	
		ofjunic	as a rhigh	illed.	First (nin grad	ih	Second (ten grad	th	Third (eleve grad	nth	Fourth (twell grade	ľih
States.	Seventh grade pupils.	Eighth grade pupils.	Total.	Total students enrolled	Students.	Per cent of total.	Students.	Per cent of total.	Students.	Per cent of total.	Students.	Per cent of total.
1	٠,*	3	4	ň	6	7	8	9	סד	11	12	i8
U. S.,	48,338	41,231	89, 569	1,624,080	645, 243	39.7	436, 459	26. 9	305,713	18. 8	236,665	14.6
labamarizonarkansasatiforniaolorado	237 732 4,071 1,014	153 386 3,710 514	390 1,118 7,781 1,868	17,762 3,757 11,167 84,024 18,235	7,047 1,506 4,629 33,788 6,704	39.7 40.1 41.4 40.2 36.6	4,964 992 3,133 21,956 5,078	27.9 28.4 28.1 26.1 27.7	3,447 697 2,087 14,593 3,617	19. 4 18. 5 18. 7 17. 4 19. 7	2,304 562 1,318 13,597 2,926	13.0 15.0 11.8 16.8 16.0
onnecticut elaware elst. Columbia lorida eorgia	441	297 502	738 1,047	22, 293 2, 467 5, 799 8, 106 23, 568		42.3 44.2 40.5 39.6 38.9	5, 186 647 1, 651 2, 342 6, 734	23. 2 26. 2 28. 5 28. 9 28. 6	4,148 440 1,026 1,478 4,920	18.6 17.8 17.7 18.2 20.9	3,534 291 776 1,075 2,750	15.6 11.3 13.3 13.3
laitolinois ndiana	2,299 487	647 561 2,002 344 2,359	1,464 1,172 4,301 831 4,984	9,559 103,531 65,308 55,273 48,601	3,921 43,044 23,584 20,397 18,045	41.0 41.6 36.1 36.8 37.1	2, 463 27, 721 16, 660 14, 893 12, 754	25.8 26.8 25.5 27.0 26.3	1,784 17,820 13,278 11,034 9,482	18.7 17.2 20.8 20.0 19.5	1,391 14,946 11,786 8,949 8,320	14.4 14.4 18. 16.1
Centucky ouisiana Iaine Iaryland Iassachusetts	121	713 102 1,670	1,458 223 4,020	19, 898 15, 119 17, 891 12, 975 79, 220	8, 545 5, 671 6, 543 5, 448 28, 155	36.8 37.5 36.6 42.0 35.5	5,014 4,217 4,772 3,311 21,478	27.0 27.9 26.6 25.5 27.1	3,540 3,126 3,560 2,308 15,830	20. 0 20. 7 19. 9 17. 8 20. 0	2,799 2,105 3,016 1,908 13,757	16.1 16.1 14.1 17.
lichigan Unnesota Lississippi Lissouri Contana	2,565 437 647	4,773 2,282 350 462 121		62,720 48,042 12,327 54,466 10,429	25, 492 17, 892 4, 499 21, 507 4, 597	40: 0 37. 3 36. 5 39. 5 44. 1	16,751 12,811 3,633 14,923 2,638	26.3 26.7 29.5 27.4 25.3	11,790 9,380 2,584 10,095 1,828	18.5 19.5 21.0 18.5 17.5	9,687 7,959 1,611 7,941 1,366	15. 16. 13. 14. 13.
iebraska Ievada I. Hampshire Iew Jersey Iew Mexice	508	507 906 194	1, 313 1, 015 2, 145 410	28,966 1,525 8,371 50,111 3,372	10,999 647 2,921 21,542 1,336	38.0 42.4 34.9 43.0 40.1	2,296	26.1 27.6 27.4 26.1 27.3	5, 824 254 1,764 8,6% 614	20. 2 16. 7 21. 1 17. 3 18. 4	4,560 203 1,390 6,821 473	15. 13. 16. 13. 14.
lew York forthCaroling forth Dakota hio klahoma	A	2,080 527 2,994 1,804	1.196	162, 241	71, 814 7, 548 4, 749 38, 672 13, 155	44.2 42.3 40.9 87.1 41.9	45,002 4,949 8,043 27,809 8,741	27.8 27.7 26.2 26.7 27.8	27, 121 3, 482 2, 179 20, 891 5, 455	16.8 19.5 18.8 20.0 17.4	1,847 16,890	11. 10. 14. 16. 12.
Pregon Pennsylvania thode Island louth Carolins louth Dakota	в	884 8,396	1,447 7,767	17,891 125,241 8,206 8,864	6,833 51,049 8,502 8,450 4,634	35.4 40.8 42.7 41.2 38.7	4,980 34,138 2,243 2,433 3,065	27.8 27.2 27.3 29.1 25.6	3,699 24,003 1,377 1,880 2,380	20.7 19.2 16.8 22.5	1,084	16. 12. 13. 7. 15.
ennessee Texas Itah Termont	1, 803	606 733 1,716 575	1,306	- 15,845 58,453 9,165	A 249	41.4 40.0 44.6 36.0 39.3	2,487	27.4 27.2 27.1 26.3 27.6	1,517	18.9 19.9 16.6 19.8 20.4	7,528 1,072 1,418	13. 13. 11. 17. 12.
Washington West Virginia Wisconsin Wyoming		246 658 409 187	563 1,519 1,001 340	34, 392 15, 802 48, 933	14,011 6,565 17,796 1,267	40.9 42.0 36.4 42.8	9, 629	26.3 27.0 26.5 26.7		17.9 18.0 19.9 18.2	5, 112 2, 103 8, 395	14. 13. 17. 19.

Table 19.—Colored students enrolled in all types of public high schools—Percentage distribution by grades, 1917-18.

	Eleme	entarv	grades		Second	iary gr	ades (ah	ov e ele	mentary	grade	s)	
	orga part scho	nized . of junic	as a '	illed.	First (nin grad	th	Second (ten grad	th	Third (eleve grad	nth	Fourth (twe grad	Ifth
Sta tes .	Seventh grade pupils.	Eighth grade pupils.	Total.	Total students enrolled.	Btudents.	Per cent of total.	Students.	Per cent of total.	Students.	Per cent of total.	Students.	Per cent of total.
1	2	8	4	5	6	7	8	9	10	11	12	13
r.s	493	386	879	21,091	9,692	46.0	5,409	25.6	3, 495	16 6	2,495	11 8
Mubama Arizona Arkansas Saufornia Solorado	, 50	69	119	770 12 559 266 149	331 6 265 135 76	43.0 50.0 47.4 50.8 51.0	187 4 138 60 35	21.5 33.3 24.7 22.5 23.4	70 39 26	12.5	72 2 86 32 12	9.3 16.7 15.4 12.0 8.2
onnecticut Oclaware Dist Columbia Torida Teorgia	13	0	13	1, 127 54 171	22 25 5k3 22 90	37. 2 25. 2 51. 7 40. 8 52. 6	23 38 274 13 41		13	17.0 13.1 12.3 18.5 23.4	132 9	6.8 23.3 11:7 . 16.7
Hinois	1	38 29 32 16	52 88 79 43	1.302 716 95 1,159 477	706 328 39 597 190	54 2 45.8 41.0 45.5 39.9	31* 201 27 280 126	24.5 28.0 28.5 24.2 26.4	150 119 12 188 115	16.7 12.6	128 68 17 164 46	9 8 9 5 17 9 14 1 9 6
ouisiana falne faryland fassachusetts. fichigan	4	7 20	11 50	162 7 579 473 226	53 1 257 180 107	32.7 14.3 44.4 38.0 47.4	28 2 142 125 56		36 1 100 89 35	22.2 14.3 17.3 18.8 15.5	45 3 80 79 28	27.8 42.9 13.8 16.7 12.4
linnesotaiississippiiissouriiontanaiontanaiontanaiontanaio	0	1	1	307 2,211 7 52	15 129 1,222 3 28	34.1 42.0 55.3 43.0 53.8	12 103 447 2 14	33.6 20.2	8 75 270 2 8	18.2 24.4 12.2 28.5 15.4	9 272 2	20.4 12.8 3.9
evada lew Jersey lew Mexico lew York lorth Dakota.	20 0 5	15 1 6	35 1 11	5 626 7 686 2	240 3 299	80 0 38.4 43.0 43.6 50.0	1 198 2 178 1	20.0 31.6 28.5 25.9 50.0	116, 2 124	18.5 28.5 18.1	72 85	11.5 12.4
Ohio Oklahoma Oregon Cennsylvania. Ihode Island.	111 1 78	77 1 62	188 2 140	939 206 61 1,370 98	342 78 9 588	36.5 37.9 14.7 43.0 44.9	268 58 19 334 26	28.5 28.2 31.2 24.3 26.5	190 42 19 207 19	20.2 20.3 31.2 15.1 19.4	139 28 14 241 9	14.8 13.6 22.9 17.6 9.2
outhCarolina outh Dakota. 'ennosaee 'exas 'tah	3	4	6	406 785 3,290	196 445 1,451 6. 2 • 6	45.9 56.6 44.0 66.7	140 1 210 872 2	34.5 50.0 26.8 26.5 22.2	- 61 1 116 625 1	15.0 50.0 14.8 19.1 11.1	19 14 342	1.8 10.4
ermont	1	2 1	3 2	893 55 542 15	1 416 30 196 10	25.0 46.6 54.6 36.2 66.6	229 11 157	50.0 25.7 20.0 29.0 26.7	1 120 10 104 1	25.0 13.4 18.2 19.3 6.7	128 4 85	14.3 7.2 15.6
Wyoming	0	3	3	7	. 3	42.8			. 2	28.6	. 2	28.6



TABLE 20, - White and colored students enrolled in all types of public high schools, 1917-18.

Statos	Schools		Seventh grade (elementary).	Eighth (elemen	Eighth grade (elementary).	Ninth gr Year r high se	Ninth grade (first year regular high school).	Tenth grade (second year regular high school).	grade ear regu- school).	Eleventh grade (third year regu- lar high school).	h grade ar regu- school).	Twelfth grade (fourth year regi	Twelfth grade burth year regu- ir high school).	(Frand total (Seventh to twelfth grades)	total th to rades).
	i i	Воув.	Girls.	Воуз.	Girls.	Воуз.	GIrls.	Boys.	Girls.	Boys.	Girls.	Boys.	Oirls.	Boys.	Oirls.
	01	80		9	•	-	60	6	91	=	52	82	7	16	91
United States.	13,961	23,483	84. 85.	19, 439	28,178	296, 463	358, 472	188,670	233, 198	128,804	182,304	92,819	146,341	247,778	148,789
Alabama. Arizona. Arizona. Arizonasa. California.	88358	2, 838 2, 963 5, 963	0 12 88 72 88 72	25 163 1,869 399	282 1,930 535	6, 9,5,2 178,89	4, 101 2, 823 18, 617 3, 797	2, -1, 9, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5,	3,025	1, 2, 3, 1, 2, 4, 4, 4, 4, 4, 4, 4, 4, 4, 4, 4, 4, 4,	2, 153 384 308 2, 308 175	212 212 5,327	1, 575 352 859 8,302 787	7,1,8,0,8,8,8,8,20,8,20,8,7,8,7,8,7,8,7,8,7,8,7,8,7,8,7,8,7,8,	10, 89 2, 288 51, 783 11, 785
Commettent Detarum Dist. Columbia Florida Georgia.	11.5 11.5 280		20080	2100 21600	157 0 0 0 0 0	4,552 4,52 1,311 1311 1311 132	**************************************	2, 25, 25, 25, 25, 25, 25, 25, 25, 25, 2	2,944 112 1,038 1,444 3,891	1,719 200 506 345 2,009	2, 439 253 658 913 2, 951	1,350 12: 388 368 1,044	2,188 190 510 716 1,706	10,233 1,079 2,602 3,601	12,870 3,864 5,606 13,670
Idabo. Liftnois. Indisan. Iowa. Kansas	117 661 777 639	######################################	1,234 1,134 1,134 1,134	252 254 254 114 1,076	345 345 1,088 1,315		12,23,2 10,53,53,53 10,53,53,53	1,018 12,151 7,600 6,109 5,322	15,888 9,241 8,251 7,712	7, 857 5, 857 4, 272 3, 721	10,113 10,113 113,113 114,00,0	5,122 3,123 2,35,104 2,329	8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	22,920 22,920 22,73	8,417 38,392 33,279 32,547
Kontucky Louisbarn Malue Maryland Massachusetts	825 2 8	85 0 0 1,18	80 80 1, 230 0 1, 230 0	2030E	85 0 to 0 88	2,597 2,597 2,597 13,182	3,048 3,511 3,179 15,133	2,007 1,531 1,999 832 9,510	5,4,4,4,5,5 81,5,6,2,5,5 1,5,6,2,5,5 1,5,6,2,5 1,5,6,2,5 1,5,6,2,5 1,5,6,2,5 1,5,6,2,5 1,5,6,2,5 1,5,6,2,5 1,5,6,2,5 1,5,6,2,5 1,5,6,2,5 1,5,6,2,5 1,5,6,2,5 1,5,6,2 1	8.68. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3.	9,090 445 9,090 9,090	1,155	22.85.42.27 8.21.6.42.27	*,4,7,2,4, 1,8,3,8,2 1,8,3,8,2	13,088 10,457 8,461 46,491
Michigan Mamesota Miseded ppi Miseouri Montana.	619 407 172 573 124	2, 332 1, 349 193 315	2,574 1,218 224 332 58	2, 236 1, 132 146 214 33	2,1,2,2,4,2,4,4,4,4,4,4,4,4,4,4,4,4,4,4,	2,035 1,195 1,29,74 1,574 1,574	. 10,2,2,2 12,2,2,2,2,2,2,2,2,2,2,2,2,2,2,2,	5,2,2,5 1,5,5 1,5,5 1,0,7,5 1,	2,7812 2,7812 1,9,125 1,555	3,538 3,538 4,115 678	6,913 5,848 1,697 6,250 1,152	3, 23, 23, 23, 23, 23, 23, 23, 23, 23, 2	5,5,5,5 1,679 84,185 84,086	22,0,2,+, 35,5,2,4	31, 479 31, 152 34, 138 6, 443
Nebraska Nevada New Hamoshire.	មិនទ	311	397	276	830 0 213	2. 2.2.3.	358 358 175	3,107	1,312	2, 22 112 265	3,60× 1.12	1,616	2,946 131 840	12,366 676 1,077	17,917 884 5,309

STATISTICS	OF	PUBLIC	HIGH	SCHOOLS,	1917-1918
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4.63 4.63 10,807 11,225 5,462 7,334 1,024 1,034 35,469 4,183 2,016 2,003 1,1420 1,034 35,469 4,183 2,016 2,003 1,1420 1,639 18,037 1,118 2,016 2,003 1,1420 1,639 1,803 1,118 2,016 2,003 1,142 1,639 1,803 1,118 1,386 1,138 1,138 1,413 1,833 2,644 7,589 3,473 5,321 3,521 1,643 1,813 1,589 1,591 1,148 1,593 1,243 1,243 2,5 3,143 1,599 2,716 1,146 1,243 1,244 1,243 1,244 1,24	10,587 11,225 5,428 172 13,200 13,300 14,189 12,105 15,644 17,189 12,106 17,106
1,025 1,026 1,026 1,027 1,412 1,412 1,412 1,412 1,412 1,412 1,639 1,	25.00
### ### ##############################	121.121.000 000 000 000 000 000 000 000 000 00
** ** ** ** ** ** ** ** ** ** ** ** **	



() ()			-							1	L -yada	Turolith grade	· mrade		Grand total
	Schools	Seventi (elemen	Seventh grade (dementary).	Eighth grado (elementary).	grado tary).	Ninth grade (first year regular high school).	ade (first scular shool).	Tenth grade (second year reg lar high school	Tenth grade (second year regu- lar high school).	Eleventh grade (third year regu- lar high school).	n grade sar regu- school).	(fourth year recu-	school)	- 1	(seventh to
	ing.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	.2.
	21	•0	-	10	•	1=	œ .	6	10	111	21	£	=	22	,
Traited States	13.808	23.277	25,061	19,279	21,952	263, 262	351,981	186,920	249,539	125,788	179,925	92,109	111,556	9.	710,635
Office Company			1_			3, 167	3,580		2,590	1,394	2,053	XII.	925.	1	χ,
Arizona	3.23	110		2	282	E 8	57.5		25.5	. z	25.	133	2	.0.	3
Arkansas.		2,062	2,009	35,	1,866	15,249	18,539	9,581	12,375	6, 109	8,48 2,161	5,314 1,046	7.8 0	j 0.	25
Colorado.	3	467		380	3	13,651	3,733	î.	., 310			1 240	0 183	=	21.5
Connectiont	12	206	236	0+1	157	4,545	9.013	ο <u>΄</u>	2,929	185	245	122	168		82
Detavare Dist. Columbia	3 8	<u> </u>		910	306	1,026	1,320	25	1,435	545 545	38	399	883	ີກີ່	3,5
Florida		33	3	017	CC T	100	5,088	2,	3,863	1,999	2,921	*	8,1	2	3
Cepter	1 2											526	25 E	- 5	10,219
Dittoots	9				-								6,707	<u>ج</u> ۾	638
Indiana.	£ 6	3,53	365	Ξŝ	300		11,542	6,155	8, 12, 12, 12, 12, 12, 12, 12, 12, 12, 12	3,649	5,78		5,445	ដែ	22
Karan	8	-		_	-						_		1 802	œ	3
Kentucky	281	346	98	342	37	3,637						200	1,539	100	200
Lordelana	200	8	38	33	6#	3,00	3,510	1,999	2,73	1,361	2,199		1,15	38,	38
Maryland	58	-	1 224	778	892	13,108						5,783	7,974	37,	Ĕ
Massechusews	3 :	_		_									5,926	88	32,255
Mehican	210	3,517	2,2	1, 131	151		10,22	2,00	· · ·	, S. S. S. S. S. S. S. S. S. S. S. S. S.	5,845	2,73		7,2	ទ្ធ
Manager			•					_		_				22	974
Manari.	25.5				_	1,867				_				<u>-</u>	2
Montana.	:												5		12,343
Nebraska	7	311	384	212	D\$5	1,92	999	661	222		142	22	131	_	33
Nevada	3 i	000		Ş	376	_	_		_		_			_	



			8250					
			1	STATISTĮ	CS OF F	UBLIC	HIGH SCHOOLS, 1917-1918.	211
		28,083	87,525 10,447 8,047 61,103 21,015	11, 211 74, 221 7, 223 7, 458	34,996 34,832 6,888 15,734 15,630	20,554 10,130 28,440 2,036		٠.
		24,178	78,965 7,405 4,767 49,929 14,411	8,027 58,754 3,633 6,131 6,678	24,827 24,827 6,786 3,936 10,117	7,291 21,101 1,301	-	
		3 897	10,116 1,238 1,154 1,154 2,2,672	1,843 9,521 645 458 1,238	1,261 4,806 591 878 2,199	3,284 1,310 5,087 254		
		2,924	493 7,115 1,396	1,036 6,530 439 143 659	2,722 481 481 540 1,091	1,828 1,828 1,848 1,164	•	
		£. 88	15,111 2,433 1,442 11,789 3,333	13,250 13,250 1,215 1,215	1,844 7,074 852 3,260	3,754 1,696 5,721	•	
		3,913	12,010 1,349 1,349 9,102 2,122	1,506 10,123 598 665 891	1,147 4,529 665 617 1,994	2,3% 1,156 4,024 188		
		7,210	23,905 2,900 2,895 15,215 5,279	1,542 1,542 1,542 1,920	2,551 9,307 1,382 1,221 4,308	5,318 7,511 474	-	
		5,865	21,097 2,049 1,148 12,594 3,462	2,089, 14,924 1,021 891 1,145	2,788 6,636 1,105 2,794	3,711 1,771 5,697		
		11,079	36,235 4,188 4,188 2,873 2,541	3,597 27,550 1,867 2,018 2,715	3,650 13,048 13,048 5,851 5,863	93,747	· •	
	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	10,463	35,579 3,360 1,871 17,861 5,613	2,736 2,499 1,635 1,432 1,919	2,913 10,341 1,848 1,302 4,248	6,123 2,818 8,016		75
		<u>64</u>	1,064 1,618 983	399	¥ \$\$\$\$	55 55 28 55 55 28	,	p
		130	1,026 1,376 821	1,616	**************************************	305 216 57	•	
		8 7 8	1, 104 371 1, 895 1, 206	2,279	368 292 396	12881		(35) 2
			1, 066 1, 881 1997	375 2,092 39	88.88 88.88	륁뚾և호		
			288 288 758 362 362		216 226 24 25 26 26 26 26 26 26 26 26 26 26 26 26 26	283 154 362 43		
	DOWN COMPANY OF THE PARTY OF TH		Now York North Carolina North Dakota Obio Okabonia	3. 0.8 0.8				7.
1000		New Mexico.	New York. North Carollic North Dakot Oblo.	Oregon Fennsylvania Rhode Island South Carolina. South Dakota.	Tennessee Teras Utab Vermont Virginia	Washington West Virginia Wesconsin		
- T	3,	ZZ	ZZZOO	OK Mada	EED>>	BBBB		



TABLE 22.—Colored students enrolled in all types of public high schools, 1917-18.

States.	Schools sejfa- rately organ- ized for	Seve gra (el me tar	6- 11-	Eig. gra (el me tar	de l	Nir gra (first regu hl) scho	de year ilar zh	gra (soc year	ond reg- high	Eleve gra (thi year ular l scho	de ird reg- high	gra (fou year ular	-+1-		al th to lfth
	colored youtn.	Boys.	Girls.	Boys.	Cirts.	Boys.	Cirls.	Boys.	Girls.	Воуч.	Girls.	Boys.	Girls.	Boys.	Girls.
1 -	2	3	4	5	6	2	8	9	10	11	12	18	14	15	16
United States	143	206	287	160	226	3,201	6, 491	1,750	3,659	1,116	2,379	710	1,785	7,143	14, 827
Alabania	6					110	221	42	145	40	140	23	49	215	555
A Fizona		ا ا				2	4	1	3			2	0	5	. 7
Arkansas California	6					77	188			18	52	22 13	64	147	412
California	,	21	29	25	44	57	78	17	43		24		19 7	148	237 84
Colorado						32	44	16	19	12	14	3	, ,	03	04
Connecticut		2	11	1		7	15	8	15	3	7	1	3	21	51
Delaware	i					3			31		- 8	2	21	17	- 87
Delaware Dist. Columbia	- i					175	408	104	170	40	98	52	80		756
Florida	2					6			9						12
Georgia	5					26	64	13	28	10	. 30		• • • • •	49	12,
VIII mala		16	28	11	27	231	475	113	205	58	92	47	81	476	1000
Illinois	3	19				111					74	25		285	517
Indiana		"				18	21	14	13	. 5	74		11	43	52
Kansas	i		27			201	326			¥ 72	-116			257	101
Kansas Kontucky	12		20	7	9	50	140	34	92	33	82	11	35	142	378
Louisiana	1					2.5) I	. 0) 2	• 0	28	1	2	1	105
Maryland	1			ļ		65	192			29	7				421 322
Massachusetts		1	3		. 6							25			16
Michigan		15	15	•	14	43	64	{	1				1		
Minnesots			2	2 1	1				3 (3	6		27
Mississippl				1		44	85		68				208	109	1,537
Mississippl Missourl Montana	14				1	37						1 04	200	613	1,33
Montana Nebraska				1					1				2	22	8
Nevada New Jersey New Mexico New York North Dakota							2 3	2		ı				2	
New Jersey		10	10	ا ار		9	140	7	128	5 43		3 2:	50	250	
New Mexico	1	J	1	. 1	1		2	11 () 1	2 1				4	
New York		. 2	3	2	2 4					41	8-	2	61		44
North Dakota		· · · ·				1	1	1	0					0	
Ohio		. 5/	1 -	8 3	6 4		20								37 13
Oklahomo	1	2.		i	i (3			6 42 8 1			7 - 1			13
Popperlyania		1 2	4					7 10					183	484	
Oregon Ponnsylvania Rhode Island			1	.]*		1 'i							2	34	
				1	1	1 -	1				1	•		١	
South Carolina		93		٠ - ر٠		. 4	8 13						B 13		
Bouth Dakota				• • • •	• * * •		30			1 2		0	2 1	227	
Tennessee	1	1				14					43		8 23	950	2,23
South Carolina Bouth Dakota Tennessee Texas Utah			i	i	i	3	3		i	1	1	0		7	-,
Vermont			1	0	1		1		1	1	d .	o			
Virginia		ġ	`L'	4	1	ه ا	6 32	0 4	Ž 18	7 2	9	a	7 12	166	72
Virginia	1			o	0	il i	ă î	7	4	71 :	3	2	2 :	2 25	2
West Virginia.	j	ė			1	1 1 7	1 12	2 4	8 10	9 3		8 2	1 6	179	86
West Virginia Wisconsin			.				3	7	1		1	0		. 8	1
Wyoming	f -		1			1	2	,	1		0	2	0 :	2 8	

	`	,	•												
		TAB	LE 23	-Studen	s enrolle	d in all	f fo sod ti	ully acer	TABLE 23Students enrolled in all types of fully accredited high schools, 1917-18	h schools,	, 1917-18	٠.	-		
States.	Schools, report-	Sevent (ejeno	Seventh grade (ejementary).	Eight) (eleme	Eighth grade (elementary).	Minth (secon	Minth grade (secondary).	Tenth (Secon	Tenth grade (secondary).	Eleveni (Secon	Eleventh grade (Secondary).	Twelft (secon	Twelfth grade (secondary).	Total (seventh to twelfth).	eventh lfth).
	ing.	Boys.	Girls.	Boys.	Girls.	Ворз.	Girls.	Boys.	Girls.	Boys.	Cirls.	Boys.	Girls.	Boys.	Girls.
1	94	**	+	r¢	•	t-	. 00		02	=	22	138	=	15	16
United States	6,886	21,993	23,656	18, 302	20, 733	247,373	293, 167	158,211	207, 431	108, 145	151, 832	8.25	129 BHS	637.311	100
la barns. rizons	88	110	127	75	78	2,609	3,166	1,730	2,358	1,157	1,673	928	1,422	6,302	8,619
rransas alfornia olorado.	路路도	2,072	2, 88, 52,	1,861	1,908 882 882	11,940	14,532	7,798	10,168		28.65 28 28.65 28.65 28.65 28.65 28.65 28.65 28.65 26 26 26 26 26	339,	 	33,28 808,58	2,173 5,155 43,562
mecticut	. 29	202	247	9	157	4,410	4,707	2,169	2 818	1, 51,	1,878	2 E	1,701	# 00 1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1	10, 133
fst. Columbia	12					386	468	190	271	148	83	113	138	68	1,060
orida origia	æ *	R	2967	201	259	676	971		250,1	88	£95	213	516 411	2,892	3,93 4
- pho	•	27	240	, , , , , , , , , , , , , , , , , , ,	200	6,414	2, opp	1,010	2,135	1,273	1,662	792	1,274	6,095	7,970
Inole	983	**	888	ងឹង	388	18,324	21,627	38	14,297	7, 282	995	5,778	8.378 378	3, 772	5,28
4.0	316	200	247	\$ 8 8 8	<u> </u>	2,5	12,352	# # # # #	820.6	5,814	7,350	5,058	6,685	31,268	37, 733
LDSBa.	8	1,079	1,250	68	1,143	, ,	. 26	2,510	4,155	2,431	3,338	1,6 1,6 1,6	3,176	12.08 80.03 00.03	5.50 5.50 5.50 5.50 5.50 5.50 5.50 5.50
entucky vuisiana	65	300	345	300	83	2,321	3,021	1,228	1,820	2882	1,369	643	1,181	5,666	8, 065
aine	99	3	38	ಚ	61	2,13	3,25	1,2/1	2,235	2 E	2,903	20 20 20 20 20 20 20 20 20 20 20 20 20	28.5 5	4,73	8, 105 000
acachinetts.	g	1,125	1,239	7.19	868	12,299 12,830	14,745	9,284	2,440	886	8,818	127.	113	5,5	818.2 61-1 ₂
chigan	172	2,394	2, 462	2,178	2,451	10, 157,	12, 012	92	× 22.	4 482	- 171	2	36.4	9	90,00
luuregona berkeshni	1	1,34	1,21	1,129	1,148	6,6,7	8, 701	₽	6,714	3, 169	5,142	2,2	(1		2 2
ksour	3.5	3 5	32	214	\$ \$	1,512	1,5 2,8	1,214	1.629	797	1,339	162	6.6	(-7)	6,319
ontains.	8	g	ਲੋ	ž	27		2,333	828	1,38	620	1,051	, X 4.5 4.5 4.5	S 3	8,780 30,780	3 3 3 4
strains	F :	88	 88	172	219	2,557	3, 100	1,636	2,190	1,148	1.72	25	1.658	**	2 190
w Hampshire.	3	9.6	212	28.5	215	25	315	182	8	101	132	Ε,	127	9	7.79
ow Jersey ow Mexico	J	<u>5</u> 8	86.0	¥0.	इंट	0 0 3 3 3	10, 912	5, 752	 	8. 58. 58. 58. 58. 58. 58. 58. 58. 58. 5	13.5	2,917	3,911	- K	27, 781



Seventh grade Eighth grade Sinth grade Geoondary). Geoondary). Geoondary). Geoondary). Geoondary). Geoondary). Geoondary). Geoondary). Geoondary). Girls. Boys. Girls. Boys. Girls. Boys. Girls. Boys. Girls. Boys. Girls. Geoondary). G	Ciris Boys Giris Boys Giris Boys Giris Boys Giris Boys Giris Geomdary Geomdary Geomdary Geomdary Giris Boys Giris Boys Giris	Columniary Col	Boys Girls Gecondary Geconda	Girds Boys Girds Boys Girds Boys Girds Geocondary Ge	Cirta. Boys. Cirta. Boys. Cirta. Boys. Cirta. Ciccondary.) Cirta.	Schools	√7 2 8	5.	1. 332 2. 332 2. 332 2. 332 3. 332 3.33 3. 33 3.	40 40 40 40 40 40 40 40 40 40 40 40 40 4	######################################	100. 108 Trunia 7.0 27.3 1.0 2.73		
Boys. Girls. Boys. Girls. Hoys. Girls.	Boys. Girls. Boys. Girls. Boys. Girls. Boys. Girls. Grecondary). Gecondary). Gecondary. Geconda	Boys Girls Socondary Girls Boys Girls Boys Girls Boys Girls Geomdary Girls Boys Girls Girls Boys Girls Gi	and and and and and and and and and and	Eighth grade Ninth grade Geoundary	Highest Total (sevel charty). Girls. Boys. G 9,910 77,983 2,113 42,910 77,983 2,113 14,28 10,643 1,426 3,777 8,737 1,428 10,643 1,786 11,986 1,787 1,481 1,681 1,681 1,681 1,683 1,785 1,181 1,681 1,683 1,785 1,181 1,681 1,683 1,181 1,683 1,184 1,785 1,184 1,185 1,184 1,185 1,184 1,185 1,188	Seventh grade (elementary).		<u> </u>	<u> </u>					
Ninth grade Tenth grade Secondary) S	Ninth grado Tenth grade Elevanth grade Secondary Geometry Geometr	Control Cont	and and and and and and and and and and	Boys. Girls. Boys. Girls. Boys. Girls. Greendary). Greendary. Greendary). Greendary.	Highest Total (sevel charty). Girls. Boys. G Girls. Boys. G 9,910 77,063 737 7,363 9,113 44,386 9,113 14,386 1,426 8,707 8,737 8,737 1,436 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,146 1,146	Eighth grad		<u> </u>	1,328	1,551		_ :		*
A Chirls. Boys. Girls. Girls. Boys. Girls. Chirts Centh grade Elevanth grade Cecondary	Circle Fenth grade Elevanth grade Twelfth	and and and and and and and and and and	Cirls	Highest Total (sevel charty). Girls. Boys. G Girls. 14 15 14 15 2, 103 2, 103 1, 425 1, 135 1, 145 1, 285 1, 186 1, 285		!		i				د		
Tenth grade (secondary). Boys. Olris. Says Say	Tenth grade Elevanth grade Gecondary	Tenth grade Elevanth grade Twelfth	and and and and and and and and and and	Boys Circle Eleventh grade Twelffth grade Gecondary Ge	14 15 118 119 119 119 119 119 119 119 119 119	nth grade .		äc	88.88.25.2 					
25.50 5.50 5.50 5.50 5.50 5.50 5.50 5.50	Eleventh gr (secondary) 11	Ernde Elevanth grade Twelfth (secondary). Girls. Boys. Girls. Boys. Girls. Boys. Girls. Boys. Girls. Boys. Girls. Boys. Girls. Boys. Girls. Girls. Boys. J. 11, 707 11, 200 1	and and and and and and and and and and	Eleventh grade (secondary). S. Boys. Girls. Boys. Oirls. 1 11 16 18 14726 8,076 9,910 25 25 25 11,726 1,727 1,425 25 26 1,075 1,425 25 27 1,075 1,425 27 27 1,	Highest Total (sevel charty). Girls. Boys. G Girls. 14 15 14 15 2, 103 2, 103 1, 425 1, 135 1, 145 1, 285 1, 186 1, 285	renth (second	Boys.	•	<u> </u>				· ***	
	Eleventh gr (secondary) and secondary and se	11 12 13 14 15 15 15 15 15 15 15	Tan bar and a same a same and a same and a same and a same and a same a same a same and a same and	11 12 18 14 17 18 18 18 18 18 18 18	14 Eruda Total (sevelativ) 14 15 15 14 15 14 15 15	grade lary).	Girls.	∕6		1,224	1, K39 1, 288 1, 113 2, 881	4,820 2,148 6,741 406	,	
	Giris. Giris. Giris. 1, 726 1, 736 1, 108 2, 502 1, 108 3, 408 3, 408 5, 318 5, 318 5, 318 5, 318	82-53 x8=57 85-85 82-88	Twelfth gr Secondary Sec	Twelfth grade Secondary Twelfth grade Secondary Twelfth grade Secondary Twelfth grade Secondary Twelfth grade Secondary Twelfth grade Secondary Twelfth grade Twel	Twelfth grade Total (several case) Tota	Eleventh (second	Boys.	Ξ	1	3,14 3,862 3,362 3	3,208 3,208 390 390 1,228	2, 23, 25, 25, 25, 25, 25, 25, 25, 25, 25, 25		



		TABLE 24	248	Studen's enrolled in all types of partially accredited high schools, 1917-18	20000			E		ign senoou	, ,,,,				
86868	Schools		Feventh grade (elementary).	Eight! (elem	Eighth grade (elem niary).	Ninth (secon	Ninth grade (secondary).	Tenth	Tenth grade (Secondary).	Elevent (secon	Eleventh grade (secondary).	Twelft	Twelfth grade (secondary).	Total (eventh to	centh to
¥e.	ing.	Boys.	Girl.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	94	80	•	, 13 	.	2	80	۵	10	=	21	138	=	16	55
United States.	4,719	1, 194	1,306	850	j 1,093	32,652	42,815	21,037	30,921	13,646	21,503	940,9	12,245	76,365	109, 973
lisbama rifoona irransas Alifornia Odorado	8 4 H	2 II G	2122	11 8 8	15 7 7 51	888 <u>45</u>	56 54 55 7,23 83 83	88,¥₹±	25,38,48	192 162 253 39	250 250 250 250 250 250 250 250 250 250	8, 880 et	2188 ±	25. 25. 25. 25. 25. 25.	1,28 1,21 2,31 2,31 5,13
oolaware Torid: Foorg: Illnois	84228	æ*.	7,∞	85	#x	11. 14. 1, 140 1, 507 14.	164 203 1,401 1,909 152	25 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	1,139	590 \$	20 17 17 18 18 18 14	208 206 324	22382	3, 128 3, 158 3, 116 307	24 85 45 845 br>845 45 845 br>845 45 845 45 845 45 845 45 845 45 845 45 845 45 845 45 845 45 845 85 845 br>845 85 845 br>845 85 845 85 85 85 85 85 85 85 85 85 85 85 85 85 8
www. ansae entucky ouisiana alne	25. 936. 42. 5. 1. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2.	814	17 190 54	137	10 172 42	2,182 2,73 375 375 163	2,509 3,860 1,504 212	1, 436 1,959 467 219	1,861 2,887 715 360 156	5 2. 588	1.2, 28,28 1.5,24 8,24 8,24 8,24 8,24 1.5,24	1.1.25 25.22	2, 101 452 168 168 61	41.51. 00.00 00	6,346 11,416 2,917 1,246
aryland assachusetts Ichiran Impesora ieststippi	8820	13%	112	28	35	882. 1. 352. 1. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2.	25 25 25 25 25 25 25 25 25 25 25 25 25 2	20128 SE EE	191 1,317 66	32708	25 25 35 35 35 35 35 35 35 35 35 35 35 35 35	48284	882288	3, 25, 25 25, r>25, 25 25 25, 25 25 25 25 25 25 25 25 25 25 25 25 25 2	1, 139 4, 110 241 8, 110
issouri mtana ebraska erada er Hampshire.	8 2 5 2 5	88	4.8	85	31	1,618 222 1,536 23 47	2,28 397 2,179 81	1,090	485,1 822,1 81,013,1 81,013,1	491 588 524 7.7	798 101 1,470 6	157	302 1,15×	3,356 521 520 53 53 53 53 53 53	4.3822 43822
ew Jersey " ew Mexico ew York orth Carolina orth Dakota	20758	o 4 65	28. 28. 2	48. 8	33	1,004 2,331 376	. 1,25 82,26 613 613	52.28 5.28 5.28	2,2 % E. I.	55 5 8 3 5 8 5 8 5 8 5 8 5 8 5 8 5 8 5 8	200 B 200 B	88825	88858	2, 131 5, 29 1, 131 1, 053	3 418 3 960 3 418 3 418 5 418 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6



Seventh gride Eighth grade Nuch grade Generality	Total (seventh to twelfth grades).	Boys.	16	5,860 124 (28 407 1,839 515 (8,473								
Second grade Eighth grade Ninth grade Fleventh grade Fleventh grade Genoudary) Gen	elfth grade condary).							ž.			K	
Seventh grade Eighth grade Ninth grade Tenth grade Secondary) Seventh grade Seventhary) Seventhary	nth grade indury).	Girls.	21	1 6					•	•		
Seventh grade Eighth grade Shorts Seventh grade Celementary	Elevel (geoc	Boys.	u l	3 3 3 E	•		-					
Seventh grade (elementary). Boys. Girls. Gi	grade dary).	Girls.	01	2,058 372 701 3,772 14	**************************************	192 171 472 63						
Seventh grade Eighth grade Ninth grade Seventh grade	Tenth (secon	Boys		1,520 191 433 2,406	270 77 7.017 7.017	28 55 5 E				3		
8 Seventh grade Eighth grade (elementary). Boys. Girls. Boys. Girls. By Sign Sign Sign Sign Sign Sign Sign Sign	grade lary).	Girls.	oo '	2,622 558 908 5,064	47.538.1 EE	77 192 83 83 83						
	Ninth (second	Boys.	1	2,203 377 3,772 3,772 8	705 52 461 1,542	217 167 611 525 72					,	
Seventh grade (elementary). 8	grade ntary).	Glrls.	•	28 28 E	9	-1 00						
8 (elementary) Boys. Olri S	Eighth (elemen	Boys.	4	## 53	2 88	8 13	,		-		•:	
	h grbde ntary).	Girls.	4	131 71 218	•	a 8				*		
86 52 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	W	; ш	60	328 38	* 8 %	2 2						
	Schools	log.	01 🗭	408 122 812 812	* # # # # # # # # # # # # # # # # # # #	8 E 8 E 3		11		51		



STATISTICS OF PUBLIC HIGH SCHOOLS, 1917-1918.

Stutes.	Schools report	(elez	vat h vde nen- y).	gre	nde Dom-	gra (800	ath de o nd- y).	gra (980	nth sde ond- y).	gre	enth de ond- v).	KL E	elfth ide ond- y).	Tota to 1 gra	1211
	ing.	Boys.	Girls	Boys.	Girls.	Boys.	Girls.	Loys	Ofris.	Boys.	GIFTS.	Boys.	Girls.	Boys.	
	آ ا	8	4		6	7	8	9	10	11	12	18	14	15	
United States.	2,366	296	386	247	352	16, 138	22,490	9, 422	14,846	5, 1 13	8,879	2, 5 98	4, 451	34, 102	51
Alaba Arkansa California	36 40 24	ļ	 			278 365 2,602	576	223	1,543	132 504	207 178 763	30 53 473	71 115 390	773 5, 01 5	5
Colorado	. 14					142	188		126	62	.221 104	×7 37	142 66	704 2 37	1,
Florida	100 56 44	60	28 70	41		165	822 478 215	123	275 147	36	350 428 18 6 77	124 46 80 20	11	1, 216 834	1
lowa Kansas	14					154 52 800	73	114 32 444	114 58 670	45 16 271	71 20 405	35 4 180	2	104	٠.
Kentucky Louisidna Maine	135	7	20	7	9	615 64 5	940 76	312 . 41 . 4	598	171 20	336 66	100 21		1,212	2
Maryland Michlgan Minnesota	180		4	3	4	24 35 966	1,441		1,032	12 6 351	27 6 657	4 2 219	6 3 488	55	i
Mississippi Missouri	63					273 305	395	175	280	86 54	168 ₁	28	34 55	551 562	
Nebraska Nevada North Carolina North Dakota	114	28		15		718 18 11 430	17 24 697	419 3 11 190	- 3 12 34 6	252 3 0 8k	409 4 4 222	75 0 24	130 1 84	24 22 775	i ; 1,
Ohio Oklahoma Oregon	19 4 153	()		106		1,395	2,005	806 806	1,265	19 404	662	180	374	125 3,012	4,
Pennsylvania South Carolina South Dakota	23 45 98					592 2 11 521	786 432	38 334 179 270	546 292	19 90 110 220	32 161 211 38 2	62 9 138	15 95 20 288	539	1,
Tennessee	17		12	12	14	1,278 1,278 132	2,008 107	766 73	109	19	222 963 27	21 176 5	15	829 2,742 229	1.
Virginia	114	10	11	 8	12	371	2,051 449	216	334	108	980 176	250 49	526 79	3,2 11 762	4
Wisconsin Wyoming	10					103		54 4	55 5	10	6	21	9	188	



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				•	•			
		STAT	ISTICS (OF PUBI	ис нісн	SCHOOL	6, 1917–1918.	219
	87, 108 8,974 7,271 58,561 19,748	11,276 (5,804 4,547 3,247 7,126	32,931 32,931 5,117 14,449	5,6,8,1 8,6,8,1 8,8,8,1		•		
•	78,547 6,364 4,343 47,864	8,005 53,149 3,707 1,735 4,517	8,042,049,042,042,042,042,042,042,042,042,042,042	13, 362 1, 245 1, 245		• '	1	
	1, 226	1, 247 9, 708 662 1, 238	5,23 5,040 2,328 2,328	3,2% 1,3% 5,0% 286 286			• • •	
	a, 17.4,	6,580 1,048 141 140 140 140	2,830 451 1,089	1, x80 3, 30 x 11			•	•
•••	15,098 1,885 1,357 11,190 3,207	2, 185 11, (37 791 688 1, 429	1,690 0,522 841 3,014	3,689 1,712 5,721		·		
	11,983 1,219 703 8,622 2,067	x, 512 8,016 806 846 847	1,064 4,159 862 1,848 1,848	2,351 1,130 +,025 187		•	•	,
	23,773 1,082 4,880	Z Z Z Z Z	2,22 8,512 1,352 3,132 3,746	5, 138 2, 424 1, 267 443				
	20,865 1,703 11,015 3,220	2,078 13,106 1,019 473 1,107	2.05. V.	. 3.00 5.00 3.00 3.00 3.00 3.00 3.00 3.00				•
	35, 833 3, 487 2, 400 15, 606 6, 812	3,568 21,682 1,890 1,172 2,538	2,23,42,160 100,24,04 100,250	1,89,9 2,55,5 7,77,2 7,00,0 7,			١	
	2,735 1,583 16,819 6,126	100 101 101 101 101 101 101 101 101 101	2,514 9,413 1,715 1,187 3,690	72,028 7,982 488 188			•	
	1,068	399 1,815 0 0 51	322 +466 9847 295	8382	•			***
	1, 028 1, 412 1523	1, 2,00,50 5,00,50	Z888.	238 858		, ~	•	. 8
·		2, 33 8, 20 9, 23 9, 20 9, 20		55.85				<u> </u>
		37.8 2, 126 0 39	N	55 52 2		. •		
	38258	251 685 61 61 61 61 61 61 61 61 61 61 61 61 61	**************************************	85 52 85 85 br>85 52 85 8			•	
	rk arolina akota	vanis pland. volins skots		ton. Grina B	•			
	Now York North Carolin North Dakot Oblo Oblo	Oregon Pennsylvania Rhode Island Bouth Carolin South Dakota	Terrate Dish Vermoni Virginia	West Virgins West Virgins Wheensin Wyoming				



TABLE 27.—Secondary students enrolled in three-year high schools (no junior high school students), 1917-18.

Q+	ates.	Schools report-		grade /eur).	Tenth (second		Elevent (third		Tot	al.
50	,	ing.	Boys.	Girls.	Воув.	·Oirls.	Boys.	Girls.	Boys.	Girls.
	1.	- 5	8	4	5	6	7	8	9	10
Unite	d States	2,123	11,704	15,856	7, 405	11,346	S 5, 181	8,806	24, 290	36,000
Arkansas . Colorado . Connectic	ut.	41 1 3	245 303 4 23 38	384 418 4 26 45	146 197 2 8 21	271 264 3 10 37	114 141 0 8 29	226 166 1 11 20	505 641 6 39 88	88 81 4 10
Georgia Idaho Illinois		121 9 70	33 889 40 342 96	56 1,362 48 - 470 74	17 612 15 238 57	32 995 25 340 64	10 347 5 152 40	20 727 27 291 42	60 1,848 60 - 732 193	10 3,08 10 1,18 18
Kansas Kentucky Louisiana	· · · · · · · · · · · · · · · · · · ·	22 16 2	298 127 57 8 17	319 128 116 5 37	206 69 43 6 11	250 85 68 8 18	128 48 28 1 8	188 55 70 6 15	632 244 128 15 36	75 26 25 1
Massachu Michigan Minnesota	setts	11 11 15	18 36 56 56 332	42 27 51 88 431	20 16 23 29 211	34 22 32 61 363	7 8 16 13 130	20 10 32 40 255	, 45 60 95 98 673	11 12 1,04
Montana. Nebraska Nevada	pshire.	15 72 2	654 44 367 15 21	937 81 411 12 34	443 39 201 5 8	621 36 320 6 24	. 280 9 162 4 7	439° 21 284 6 17	1,377 92 730 24 36	1,90 13 1,00
New Mex New Yorl North Cai	eyico krolinakota	35 69	76 20 150 440 133	95 25 178 571 190	59 11 70 299 58	53 13 121 415 115	27 3 57 130	56 15 97 248 85	162 34 277 869 225	31 1, 22
Oklahom: Oregon Pennsylv	ania	48	968 269 25 2,474 670	1,163 401 20 3,442 928	658 123 13 1,627 451	896 230 14 2, 519 673	553 81 6 1,275 330	716 152 - 14 2,083 574	2,179 473 44 5,376 1,451	2, 77 76 8, 0 2, 1
Tennessee Texas Utah	kota	219 219	78 310 1,243 29 10	124 477 1,682 34 7	34 152 796 12 6	83 303 1, 238 22 14	25 108 559 4 8	968 11 7	137 570 2,598 45 24	1,0° 3,90
Washingt West Vin	on	. 29 . 21	446 107 119 18	626 108 163 16	265 57 66 6	450 77 110	190 4. 42 53	342 67 52 5	901 206 238 24	1,4



Table 28.—Secondary students enrolled in two-year and in one-year high schools (no junior high school students), 1917-18.

	*.		Fwo-ye	r high	schools.				rear h		der	al stu-
States.	Schools report-		grade year).	Tenth (secon	grade d year).	Т	ntal.	School report-	Ninti (first	grade year).	∣ asnd	-year i one- chools.
	ing.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	ing.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	. 8	9	10	11	12	18
!!nited States	1, 159	5,647	7, 859	8, 170	5,369	8, 817	13, 228	39	192	261	9,009	13, 489
AlabamaArkansas Colorado Connecticut Delaware	17 18 5 1 5	96 98 17 12 17	142 113 42 10 27	38 66 17 9 14	80 101 29 4 22	134 164 34 21 31	222 214 71 14 49				134 164 34 21 31	222 214 71 14
Florida Georgia Idaho Illinois	19 1 9 90 22	82 3 47 362 66	99 4 83 467 105	38 31 223 59	84 2 37 348 74	120 6 78 595 125	183 6 120 813 179	3	18	22 16	120 6 96 595 . 133	188 6 142 813 195
Iowa Kansas Kentucky Lonisiana Maine	71 24 30 9	370 95 128 95 44	495 127 201 100 48	190 56 75 84 21	260 99 133 70 36	560 151 203 127 65	755 226 334 170 84	5	24	33	584 151 208 127 65	788 226 884 170 84
Maryland Massachusetts Michigan Minnesota Mississippi	5 5 84 37 12	27 39 440 137 63	36 43 613 208 70	8 18 260 79 31	10 30 483 167 53	35 57 700 216 94	46 73 1,046 375 123	1	4	6	39 57 700 220 94	52 73 1,046 381 123
Missouri. Montana. Nebraska. Nevada. New Hampshire	135 17 47 2 8	636 84 170 15 26	868° 73 247 9 47	373 21 117	638 50 199 3 20	1,009 55 287 18 37	1,501 128 446 12 67	1 2 1	5 3 5	7 7 7	1,014 58 292 18 37	1,508 130 453 12 67
New Jersey New Mexico New York North Carolina North Dakota	6 4 42 20 38	45 15 214 125 138	62 25 280 125 266	32 7 142 47 44	48 15 160 109 99	77 22 356 172 182	110 40 440 234 264	9 1 3	34 0 17	√34 5 24	77 22 890 172 199	110 40 474 289 386
Ohio. Oklahoma. Oragon Petinsylvania. Rhode Island	51 - 54 - 2 - 57 - 3	216 237 9 446 8	241 356 8 823 16	124 135 6 297 12	199 242 1 579 14	340 372 15 743 20	440 598 9 1,402 30	2 1	13 0	20 4	390 886 15 743 20	440 618 13 1,492 \$0
South Carolina South Dakota Pennessee Pexas Jtah	3 5 35 23 2	26 12 218 160 82	56 42 257 182 135	8 5 110 80 23	52 12 175 148 9	34 17 228 240 105	108- 54 432 880 144	2 2 2	9 12 25	11 19 30	34 25 340 240 130	108 45 451 880 174
Vermont	12 50 25 24	106 208 94 128	75 288 125 161	55 160 51 59	76 199 109 86	161 308 145 187	151 487 234 247	i	6	4	161 808 151 187	151 487 288 247
Wisconsin	6	28 15	44 21	22	37 20	50 21	84 41	1		6	59 26	81 47



TABLE 29.-Students enrolled in high schools of cities having a population of 5,000 or over, 1917-18.

	renort	(elemer	(elementary).	Eighth grade (elementary)	(kgt)	(secondary).	dary).	vuosos)	secondary).	Eleventh grade (secondary).	dary).	(secondary).	lary).	twelfth grades).	twelfth grades).
	ing.	Beys.	Girls.	Boys.	Girls.	Boys.	Oirls.	Boys.	Girls.	Boys.	Glrls.	Воуя.	Oirls.	Boys.	Girls.
	64	••	+			2	or.		01		31	\$ 1	71	18	91
United Spries.	1,385	14,480	15,396	12,072	13, 351	161, 451	185,382	99,566	126, 862	65, 516	87,661	49,768	72,340	402, 852	500, 992
Abboms. Artsons.	7.7	103	113	33.53	38	1, 312 409 681	1,723	87. 1.78 8.88	1,213	238 238 238 238 238 238 238 238 238 238	224	28.283 28.283	882	2,1,1,6 28,28 28,28 2,08 2,08 2,08 2,08 2,08 2,	4,1,2,1,4,2,2,4,4,2,2,4,4,2,4,4,4,4,4,4,
		2,072	2,035 97		_ 8æ	1,631	12,530	1,304	1,578		5, 205 1, 093	5, 2, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3,	1,003	4,421	5, 78 80.
		17.1	2113	8	142	3	3,606	1,569	2,004	1,22	1,765	1,016	1,559	7,647	9,288
Description Dist. Columbia	c1 1- 2	1 kg				1,28	1,728	88	1,038	90811	888 771	98 98 98	510	,2 52,50 53,40 53,40 53,40 53,40 53,40 53,40 54,	8,00,1
Georgia.						1,501	2,019	\$228	1, 450	97.	1,060	\$	739	3,667	5,240
Idabo	•	ą,	88	7€	7-8	306	355	162	823 828	3,862	194 390	3,145	181	28.83 28.83	3,12 30,13 31,13 3
Indiana	252	830	22	679	98.	4,63 83,63	5,45 6,65 6,65	2,945	3,600	1,077	1,579	25.5	7,982 1,355	13, 132	16,380 7,814
Kansas		803	3	713	875	7,7	12,	.T.	2,060	086	1,595	Ē	1,498	6,983	6,919
Kentucky		21.5	<u>1</u> 2	186	213	1,692			1,308	554	25.8 21.8	412	85.53 55.53	3,897	5, 737 3, 319
Maine	192					4	1,314	85	1,082	25.5	£ 8	8 8	85.88 88.88	2,836 \$2,836	3,883
Massachusetts		808	988	911.	715	10,001		7	9,450	5,443	7,038	4,741	6, 231	29, 110	36,406
Michigan		1,377	1,346	1,374	1,505	8,338	82,5	3,303	4,704	2,628	3,411	1,940	2,995	17, 10, 16,	21, 181
Minnesota	-	178	នត	124	178	908	88	387	010	22			, 25 25 25 25 25 25 25 25 25 25 25 25 25 2	1,676	2, 5 8, 5 8, 5 8, 5
Montana	A no	219	ŝ	137	152	9	315	344	, 3, 1	25.	339	3		1,375	1,803
Nebrasira				•		1,417	1,624		758	57	489	374	616	3,044	3,861
New Bampshire	-11	156	3	153	983	· 表 8	\$62	38	385	386	674	321	2 208 488	2,383	3,114
New Jersey		572	222	121	¥ = 1	351	176	• · 	, Eg	. 8	28	. 22	5 6	88	225



STATISTICS OF PUBLIC HIGH SCHOOLS, 1917-19
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York. Carolina. I Dakota.	105 1105	651 1,547 139	657 1, 567 204	630 23.11.1 811.8	1,326	28,679 843 10,615 1,418	27, 282 1,070 12, 204 1,737	16,937 473 7,575 946	77, 942 643 9,052 1,249	9,408 322 117 5,081	11,062 212 6,434	6,417 174 79 4,094 417	6,800 335 184 184 785	82,727 1,813 30,037 3,680	2, 274 2, 622 1, 238 36, 182 4, 899
Oregon Pennsylvania Rhodel island South Carolina South Dakota	61 161 161 161 161	198	1,714	1,218	1, 33	1,708× 15,633 1,396 413	1, 501 17, 533 1, 614 911	9, 723 9, 723 216 22, 855	1, 330	£6233	1, 134 649 407 280	469 4,553 376 44 152	7.588.7	3, 686 39, 061 8, 189 817	2,7,2,2,1, 1,0,0,0,1,1,0,0,1,1,0,0,1,1,1,1,1,1,
ennesser. veras trah Etah remont	祖路市で超	281 281 188	524 113 113 113 113 113 113 113 113 113 11	· N 2 2 8	130 405 512 512 66	(; 2017 2017 2017 2017 2017 2017 2017 2017	2,8,1,2,1,8,2,2,2,2,2,2,2,2,2,2,2,2,2,2,	2, 458 448 1, 283	4, 158 549 345 2,004	286 292 234 912	3,079 3,079 387 1,448	195 1,415 230 184 523	25. 25. 25. 25. 25. 25. 25. 25. 25. 25.	2,12,202 11,536 12,673 14,673	3,004 3,207 1,574 7,092
Washington West Virginia Wisconstin Wyoming.	ಪ ಪಡಿ.	357	\$0.50	305	353	3, 206 1, 153 3, 997 161	4,363 1,507 4,615	1,921 760 2,672 104	2,630. 1,039 3,278 138	1,247	. 2. 2. 2. 5. 5. 5. 5. 5. 5. 5. 5. 5. 5. 5. 5. 5.	913	1,623 855 2,195 103	3,366	10, 559 4, 640 12, 512 668



Table 30.—Students enrolled in village high schools in places having a population of \$,500 to 4,999 in 1917-18.

States.	Schools reporting.		(ele-	Eigh grade ment	(ele-	Nla grade ond	(SOC-	Ten grade onda	(Sec-	Elev grade onde	(sec-	grade	ifth (sec- ary).	Tot (seven twel grad	th to fth
	Schools	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Olrbs.	Воуз.	Otrls.	Воув.	Oirls.	Boys.	Gurls.
1	2	8	4	5	6	7	8	9	10	11	12	18	14	15	16
t.s	776	3,047	3, 282	2, 433	2, 803	20, 109	26, 1/17	13, 558	19, 223	9,814	14, 556	7, 354	12, 671	56,315	78, 70
AlahamaArizonaArkansas Onlifornia	12 2 13 13	39	14 59 206	17 24 133	13 43 156	155 22 278 597 450	246. 25. 429. 718. 553.	91 16 222 384 234	142 21 328 535 391	59 9 136 264 196	111 11 218 413 303	40 3 85 229 153	77 11 154 429 295	784	576 9. 1, 23 2, 09. 1, 90
Delaware	3 5 18 7	 	82	69	80	40 54 400 308 . 745	79 401 408	14 61 278 183 484	33 103 349 295 695	33 226 154	24 67 24% 214 532	12 33 134 89 325	21 40 204 165 472	891	12 28 1, 20 1, 24 2, 60
Indiana Iowa Kansas Kontucky Louisiana	36 32 26 15	58 237 29	49 219	41 196	114 43 226 55	973 1,079 945 273 221	1,550 1,164 409	551	913 1, 135 835 269 243	603 411 121	687 936 730 222 190	77	725 910 668 159 142	3,046 2,672 725	3,87
Maine. Michigan Minnesota Misaksippi Misaouri.	20	161 15	140	150 22	335 144 28 72	96 794 609 140 641	1,090 851 220	445 118	610 170	3×2 324 59	98 591 527 120 534	283 46	66 558 489 89 482	2,687 1,972 400	64
Montana Nebraska Newda New Hampshiro New Jersey.		99			97	313 313 63 677	373 47 70	237 18 32	. A.	166 7 21	17 42	26	19 36	1,013 68 142	20
New Mexico New York North Carolina North Dakota. Ohio	5	48	3 22	173	206 45	203 153	1,960 361 7 187	897 192 96	1, 250 250 10	632 124 72	878 180 101	405 48 44	115	3,829 629 432	5,2 9 5
O klahoma Oregon Pennsylvania Bouth Carolina Bouth Dakota.	10	7 GO 0 270	51 D 231	2 29	49	303	2 2, 684 2 2, 684 9 189	194 1, 505 109	2,04	137 81,087 9 82	204 1,487	128 -795 -39	220 1,155 6-	849 5,959 389	1.1 7,8
Tennessee Texas Utah Vermont:	. 4	0 30 5 23 6 5	1 22	6 211	189	94 25	2 1, 102 6 294 8 153	651 177 8 83	85 7 2 0 8 10	9 456 7 116 1 63	692 140 9	280 62 57	61: 70 100	2,329 1,056 457	3,3
Washington West Virginia. Wisconsin Wyoming	. 2	5 4 2	.[27 86	2 35	3 165 640	5 26 90	5 118 6 469	198 629	38	16	2 2, 43	9 3,3



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STATISTICS	Ur	PUBLIC	HIGH	SCHOOLS.	THIT-ININ.

Tal : Tal :	Secondary). Cirls Boys Cirls Cirl
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TABLE 32.—Students enrolled in junior high schools, 1917-18.

States.	Junior high schools	First (sevent	t year h grade).	Secon (eighth	d year grade).	Thir- (ninth	d year grade).	То	tal .
	report- ing.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Giris
1	2	8	4	5	6	7	-8	9	10
United States	557	23,488	25,348	19, 439	22,178	11,591	14,158	51, 513	61,684
Arizona Arkansas California Colorado Connecticut	2 8 11 22 2	110 335 2,083 467 207	127 397 2,038 547 247	75 165 1,569 399 140	78 221 1,910 455 157	73 161 987 140 117	81 228 1,172 209 116	258 661 4,939 1,006 464	286 846 5, 120 1, 211 550
Florida. Idaho. Illinois. Indiana. Iowa	3 17 8 38 13	250 407 315 1,112 223	295 410 340 1,244 264	216 262 254 943 144	286 385 345 1,088 200	131 212 161 428 164	239 316 193 492 209		820 1, 111 878 2, 824 673
Kansas Kentucky Maino Massachusetts Michigan	31 11 1 4 7 72	1, 223 353 63 1, 125 2, 532	1,449 419 58 1,229 2,574	1,076 349 53 779 2,258	1,315 380 49 898 2,535	482 188 40 732 1,613	720 214 36 821 2,034	890 156	3, 484 1, 013 143 2, 948 7, 143
Minnesota Mississippi Missouri Montana Nebraska	36 3 5 3 19	1,349 193 315 54 311	1,218 244 332 58 397	1,132 146 214 63 276	1,152 204 248 58 330	695 18 91 33 209	780 38 121 48 256	3; 176 357 620 150 796	3, 150 486 701 164 983
New Hampshire. New Jorsey. New Moxico. New York. North Dakota.	10 7 6 24 24	266 601 111 1,068 298	242 658 105 1,106 371	202 438 74 1,028 220	245 483 121 1,058 307	51 575 25 553 144	48 655 50 607 199	579 1,614 210 2,649 662	535 1,796 276 2,771 877
Ohfo Oklahoma Oregon Pennsylvania South Dakota	36 32 7 20 4	1,936 997 375 2,126 39	1,951 1,206 389 2,323 45	1,412 821 286 1,643 25	1,659 983 399 1,815 51	1,115 350 265 928 27	1,099 434 384 1,135 24	4, 463 2, 168 926 4, 697 91	4,709 2,623 1,173 5,273 190
Tennessee. Texas. Utah Verment Washington.	4 3 17 18	359 281 856 329 133	368 292 949 396 175	284 328 833 282 111	322 405 887 295 136	12 167 207 135 49	18 239 205 128 64	655 776 1,896 746 293	708 936 2,101 819 375
West Virginia	₹ 16 3	357 233 91	504 260 112	305 216 58	353 283 82	127 186	213 243	789 635 149	1,070 795 194

TABLE 33.—Students enrolled in senior high schools, 1917-18.

States.	Schools report-	First (tenth	year grade).	Second (elevent	d year h grade)	Third (twelfth	l year grade).	To	al.
	ing.	Boys.	Girls.	Boys.	Oirls	Boys.	Girls.	Boys.	Girls.
1	2	8	4	5	6	7	н	9	10
United States	315	7,592	10,503	5,135	7,257	4,150	6,706	16,877	24,466
Arizona. Arkansas. California. Colorado. Connecticut	8 1 11 11	38 99 292 98 100	47 149 402 171 120	25 83 236 73 27	39 115 303 110 47	12 41 245 55 31	25 113 299 105 36	76 223 773 226 158	377 1,004 386 203
Florida	3 14 5 21 10	123 136 147 274 177	180 181 232 339 247	77 115 113 198 85	118 137 155 258 155	56 79 121 170 64	119 159 190 230 137	256 330 381 642 326	417 477 577 830 530
Kansas Kentucky Maine Massachusetts Michigan	6 1 7	320 60 19 724 958	484 83 29 1,093 1,118	184 62 16 476 686	349 76 17 689 876	168 37 11 425 500	314 54 17 609 929	672 159 46 1.627 2,144	1,147 213 63 2,391 2,923
Minnesota Mississippi Missouri Montana Nebraska	3 3	435 9 69 17 175	830 14 123 23 210	329 10 47 14 110	592 15 104 16 210	235 4 34 13 105	468 8 81 11 176	999 23 150 . 44 390	1,890 37 308 50 596
New Hampshire New Jersey New Mexico New York North Dakota	7 2 13	30 394 18 195 107	28 695 32 341 158	322 322 11 153 96	38 413 27 218 146	20 209 3 143 53	29 271 10 194 119	72 925 32 491 256	95 1,379 69 753 423
OhioOklahoma.OregonPennsylvania.South Dakota	14 5	1,002 321 188 465 19	1,129 445 243 566 44	576 190 113 357 24	652 251 210 429 15	532 130 105 270 16	661 277 185 441 22	2,110 641 406 1,092 59	2,442 973 638 1,436
Tennessee Utah Vermont Washington West Virginia	9 7	15 156 78 42 152	25 172 110 55 229	7 65 59 8 .70	18 102 76 45 97	7 44 42 13 53	15 47 95 30 89	29 265 179 63 275	58 321 281 130 415
Wisconsin	10	138	156	Ω5	139	104	138	337	433



Table 34.—Students enrolled in high schools which have not been organized as junior and senior high schools, 1917-18.

, States.	School- re- port-	(nint	t year h grade arily).	(tenti	id year h grade arily).	(ele	d year venth c ordi- dly),	(twelf	h year th grade arily).	T,	1 4 191
	ing.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys,	Girls.	Boys.	Girls.
	2	3	4	<i>\$</i>	6	;	ĸ	9	10	31	12
United States	13, 571	284,872	314,314	181,078	242, 695	121, 769	175.047	88,009	139, 635	676, 388	901,691
Alabama Arizona Arkansas California Colorado	196 23 141 265 122	3,277 660 1,910 14,319	5 101 600	2,126 392 1,261 9,306	3,025 519 1,762	1, 434 285 766 5, 888	2, 193 347 1, 193 8, 205	801 200 404 5,082 996	1,575 327 846 8,003 1,782	7,638 1,537 4,341 34,595 7,315	10, 894 1, 891 6, 396 45, 669
Connecticut Delaware Dist. of Columbia. Florida. Georgia.	69 31 7 112 280	1, 201 1, 180 1, 132	5, 122	273 887	1,038 1,254	200 506	253 658 825	1, 319 124 398 312 1, 044	2, 152 190 510 597 1, 706	9, 611 1,079 2,992 2,748 10,069	1,487 3,934 4,369
idaho. Iliinois Indiana. Iowa. Kansas	103 644 705 664 523	1, 478 19, 835 10, 801 8, 709 7, 524	11, 354 9, 846	862 12,004 7,326 5,992 5,002	8,922 8,504	588 7,744 5,737 4,187 3,537	944 9,958 7,204 6,619 5,600	447 6,001 4,934 3,175 2,760	706 8,762 6,517 5,590 5,242	3, 395 45, 584 28, 798 22, 063 18, 823	4,829 57,937 34,834 32,067 27,916
Kentucky	2×5 210 199 92 231	3, 499 2, 597 2, 993 2, 526 12, 450	4,834 3,127 3,475 3,179 14,332	1,947 1,531 1,980 832 8,784	2, 621	1, 321 979 1, 346 963 6, 353	2, 196 2, 183 2, 183 1, 445 8, 401	971 578 1,144 772 5,383	1,783 1,572 1,847 1,216 7,419	7,738 5,685 7,462 5,093 32,970	11,863. 9,596 10,251 8,461 41,152
Michigan Minnesotu Missksippi Missourl Montana	455 378 171 570 121	10,042 6,981 2,004 9,650 1,837	11,910 9,451 2,568 12,867 2,682	6, 285 4, 576 1, 546 6, 176 1, 058	8, 446 6, 982 2, 167 9, 002 1, 542	4, 226 3, 210 952 4, 068 664	6,037 5,257 1,682 6,146 1,136	3, 266 2, 543 529 2, 984 473	5,020 4,722 1,071 5,114 869	23,819 17,319 5,030 22,878 4,032	31, 413 26, 412 7, 488 33, 129 6, 229
Nebraska. Nevada. New Humpshire. New Jersey. New Mexico.	408 23 73 145 41	4,622 293 1,299 9,982 589	5,940 358 1,523 10,570 675	2, 932 199 954 5, 534 354	1, 280 223 1 284 6, 840 507	2, 114 112 643 3, 634 248	3,398 142 1,061 4,433 330	1,511 72 530 2,737 190	1231	11, 179 676 3, 426 21, 877 1, 881	16,388 854 4,679 25,319 1,782
New York. North Carolina. North Dakota. Obio. Oklahoma.	239	35, 136 3, 360 1, 727 16, 888 5, 294	35, 817 4, 188 2, 680 19, 912 7, 155	20,972 2,049 1,041 11,695 3,157	23,672 2,900 1,738 14,251 4,876	11,897 1,349 641 8,599 1,948	14, 977 2, 133 1, 296 11, 254 3, 108	8,069 647 440 6,628 1,275	9,983 1,226 1,035 9,208	76, 074 7, 405 3, 849 43, 810	84, 449 10, 447 6, 749 54, 625 17, 553
Oregon. Pennsylvania. Rhode Island. South Carolina. South Dakota		2,477 22,762 1,650 1,480 1,892	3, 216 26, 812 1, 896 2, 156 2, 691	1,909 14,565 1,031 932 1,127	2, 659 18, 876 1, 238 1, 641 1, 876	1, 405 9, 833 605 679 868	1,990 13,591 791 1,262 1,474	941 6,819 441 149 643		150777	9,527 68,541 4,577 5,630 7,257
Tennessee	225 670 34 72 415	8,042 10,649 1,644 1,168 4,344	3,936 13,785 1,979 1,423 6,183	1,832 6,907 950 791 2,836	2,677 9,898 1,211 1,112 4,495	1, 165 4, 718 601 559 2, 00	1,917 7,510 750 878 3,356	686 2,830 437 498 1,098	1,258, 5,040, 5 544, 783	6,725 25,104 3,632 3,016	9, 788 36, 233 4, 484 4, 196 16, 354
Washington West Virginia Visconsin Wyoming	286 103 355 43	6, 087 2, 765 7, 833 524	7,841 8,656 9,843 746	3,673 1,667 5,560 327	5, 270 2, 391 7, 148 474	2,396 1,122 3,930 188	8,711 1,667 5,582 863	1,817 752 3,204 116	3,256 1 1,294 4,9 9 2	3,963 6,306	20,078 9,008 27,222 1,849



Table 35.—Distribution of students in high school according to length of the school term, 1917-18.

	S	PV PII	th an	d eigi high	hth g scho	rades ols.	in ju	lor	- gi	lseco rades	mdary in jud ∢	grade	d seni	luding s or high	schoo	11. 14).
States.	140 or fe			o 160 ys.		o 1#0		days over.		lays wer.		o 1(X)		:0 180 Sys.	181 c	lays over.
•	Schools.	Students.	Schools.	Students.	Schools.	Students.	Schools.	Students.	Schools.	Students.	Schools.	Students.	Schools.	Studénts.	Schools	Students
1	2	8	4	5	6	7	8	9	10	11	12	18	14	15	16	17
United State	8, 13	898	30	1,209	355	48, 155	159	40, 186	288	 9,186	2,179	83,097	8,655	807,090	2,829	45,803
hibamarizonarkansashiforniablorado			i	101	1 7 2 19	51 1,017 1,119 1,730			3	27 83	24 57	841 3,020	19		3 6'	948 349 58,713 5,918
onnecticut elaware ist. Columbia lorida eorgia		:::::	:! .	•	ا ا	651	·		3	38	99		34 26 7 13 25%	6,926 2,816		14,440 284 311
laho. linois ndiana owa.	1	i 2	 	772	14	444	1 3 7 2 . 1	631	140	64	8 12 472	377 236 24,928	106 101 170	7,823 37,221 31,592 46,508	235 15 23	1,35: 67,29 7,77: 8,76: 48,53
entucky ouislana [alne [aryland [assachusetts.		···	.\. .	104	5	34 22	7 5	2,37) ì	16	3	63 46	204 3 191 72	15,005 15,921 11,106	2 9 20	9,41 21 1,93 2,44 67,59
lichigan linnesota lississippi lissouri	1	1				1,10	2 61 4 4 7	9,56	7 7	200	 	3,07: 3,07: 3,17:	3 382 2 104	8,924 35,872	24 6 25	57,52 17,52 43 17,62 3,70
ebraska evada I. Hampehire lew Jersey lew Mexico					. 18	76 8	3 3	25	1 0 7	<u> </u>		2 3: 2 2: 2 2:	9 10	929 4,950 9,481	12	3,30
lew York North Carolins North Dakota Dhlo Oklahoma			6	12	2 9 2 8 8	i (3	5 1	3,97 1 .15 2 4,24	9 4	0 1,27 1 1,39 8 30) 2N	2 3 9,00 3 12 5 9,55 7 34	7 5 4 24 4 56	4' 6,86% 4 10,496 6 51,10	3 I 8 9 4 85	1,00 43,13
regon					<u>ئى</u>	3,18	3	1 18	2 4	9 1,01	5 30 9 2	9 86	8 52 i 10	7 63,249 8 3,81	2 2	53,7 4,4 1,3
ennessee exas Jiah fermont					1	1,00 3 1,30 4 2,54 2,54	06\ 85	1 - 26 3 94 5 33		1 20 3 1,70 5 81	17	1 2	5 3	0 53,37 9 6,29 3 5,73	4 2	2,8
Washington West Virginia Wisconsin Wyoming						3 7	55 19 46 43	a 24	55	1		2 12	11 26 26 29 12 3	4 18 34	1 6	



Table 36.—Secondary students enrolled in four-year and in three-year high schools, distributed according to the length of the school term, 1917-18.

	Fo	ur-yes rades	in ju	th scho	ols (i d sen	ncludin ior high	g soci	ondary ols).		\	Three	-year	high	school	s.	
States,		days ewer,		to 160 ays.		to 180 ays.		days l over.		iaya wer.	141 da	lo 160 lys.	161 de	σ 140 iys.		days over,
P 4840 41 1970 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Schools.	Students	Schools.	Students.	Sebools.	Students.	Schools.	Students	Schools.	Students.	Schools.	Students.	Schools.	Students	Schools	Students.
1	2	8	4	6	6	7	8	9	10	11	12	18	14	- 15	16	17
· t'. s	94	5, 271	1,062	56,062	6,866	763, 157	2,616	- 739, 662	137	3,016	753	20, 554	1, 139	 34, 156	94	2,5 72
Vlabama Arizona Vrkansas California Colorado	!	 		363 2,156	129 19 60 11x 112	2,821 7,376 25,487	6 2 157 15		1:	31	13	403 703	29 18	971 733	·	22
Connecticut Delaware Dist Columbia Florida Georgia		12	75 5	4,861 144	30 14 -7 13 160	1,936 6,926 2,816		14, 440 360 311	1	15 78	6i 11'	153 204	3 7	86 166 4, 650		24
idaho Ulinofs Indiana Iowa Kansas	51	1,593	5 4 445 1 2	128 24,487 23	161	7 49h 35,026 31,488 44,076	3 194	7,755 8,508	3	35 62	2 14 2	36 247 49	9; 52; 5 59; 22	160 1,340 64 1,340 512		422
Kentucky Louisiana Maine Maryland Massachusetts.		, 16	47 1 1	. 1,020.	161 196 176 62 40	15,712 10,907	38 2 9 18 188	2, 415			3 3	77 17 46	10 5 5	232 17 60 122 62	 1 3	73 19 57
Michigan Minnesota Mississippl Missorii Montana			í 29 8	2,325	105 329 78 301 79	7 055	319 24 5 21 11	17, 528 415 17, 509	6	118	18 26	666 752	6 15, 23 77 13	106 287 915 2,511 202	5 1 4 2	104 23 111 28
Nebraska Nevada N. Hampshire. New Jersey New Mexico		:	1	13	292 10. 52 31 34	22, 220 929 4, 770 9, 369 3, 107	9 9 11 105	523 3,373			1	14 29	70 3 2	1,714 86 95 87	1 1 1 8	17 19 25 271
New York North Carolina North Dakota. Ohio Oklahoma	18 1 1 4	631 1,390 229	142 1 119 4	7,454 98 5,977 88	59 47 178 469 254	9, 389 48, 985	554 1 5 83	143, 245 675 931 43, 115 40	20	432		28 1,370 2,992 121	9 6 28 84 41	146: 301 557 1.924 1,088	25 3 2	499 58 38
Oregon Pennsylvania. Rhode Island South Caroline. South Dakota.	1	18	32 32 3	1,318 1,318 111 20	163 354 6 41 164	11,592 57,401 3,786 4,642 10,606	102 13 14	6, 212 52, 309 4,468 249 857	44 9	923 189	240 26 2	6,700 750 29	6 151 60 20	92 5,351 2,628 375	13 1	446
Temessee Texas Utah Vermont Virginia	14 14	43 597 731	19 47 30	718 2,4%3 828	35, 51	12, 887 51, 108 5, 933 5, 420 16, 378	6 3 13 10	596 479 2,825 2,151 6,589	39	70 962 42	••••	531 3,383 1,254	20 72 2 2 39	2, 161 112 52 911	2	145
Washington West Virginia. Wisconsin Wyoming	1	11	1 1	86 15	210 119 289 30	20, 224 15, 347 27, 430 2, 407	27, 66,	13, 265 21, 301 453					29 21 3	458 563 56		



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Table 37.—Secondary students enrolled in two-year and one-year high schools, distributed according to the length of the school term, 1917-18.

			,	•	rwo-	year l	nigh :	school	В.			0	ne-y	ear h	igh s	choo	ls.	
	States.		140 d	NT T		o 160 ys.		to 180 198.		days ver.	140 d o few		141 t			o 180 tys.	181 d an ove	KI .
	,	•	Schools.	Btudenta	Schools.	Students	Schools.	Students.	Schools.	Students	Schools.	Students.	Schools.	Students	Schools.	Students	Schools	Students.
•	1	,	2	8	4	5	6	17	8	9	10	11	12	18	14	15	16	17
	United States	• • • •		873	361	6,399	633	11,277	111	3,496		26	3	: 87	25	267	 R	 7§
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Col	orado	.	· • • • •		'		5 1	105 35						; - • · ·		·		••••
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ш	MU		. '		. 2	- 53	1 7	145	¥		ļ		i	20	2	20)	
m	noisiiana			29	. 6	87	56	855	26	43				····	į		···i	15
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M	gislanaine				.		16	149	·		·			ļ			•	••••
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Ne	w Hampshire	· · · •			. 1	1	o 7	9	4	····		·}		· •··				
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N	bw Jersey bw Mexico bw York orth Carolina							4	3	1 1	9		.					
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R	hode Taland	• • • •	*···			•		2 3	1	1 1	9,			·¦···	1		•	1
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8	urth Carolina urth Dakota						. 8	B) 7	11					i		2 2	9	·[
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TABLE 38.—Number of graduates, of graduates continuing their education, and of students in military drill in all high schools, 1917-18.

,									TI BOLIDATES, CIBAS UL 1911.				•			
Blates		Graduate	Graduates, 1917-18.	•	, c	Going to college.		Going	Going to other justitu-	nstitu-	Total of	Total students continuing their education.	ntinuity	Studen	Students' military drill	Ě
•	Schools report- ing.	Boys.	cirls.	Total.	Воуя.	Girls.	Total.	Boys.	. Girls.	Total.	Воуя.	Girls.	Grand total.	Schools report-	Bogs.	Sirk
	94	**		109 .	•	-	œ	6	01	=	21	=	=	15	2	=
United States	12,000	116,98	137, 456	224,367	31, 573	26, 938	58, 505	7.494	21,668	29, 162	39,017	49, 401	87,668	1, 206	104, 986	5,607
Althoma. Arthoma. Arthomas. California. Calcoido.	គ្ ពន្ធដូត្ត	3.55 55 55 55 55 55 55 55 55 55 55 55 55	5 228 25	2 0.4. 3. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2.	318 63 1,388 1,988	E 4 8 8 8	2,717 2,712 860	22882	148 1,987 1,887	25 49 15 15 15 15 15 15 15 15 15 15 15 15 15	38 83 87 1, 527, 1	\$ 55 5 8	£ 55 £ 8 5	G 7 G 8 8	1,156	
Connecticut Delaware Dist. of Columbia Florida.	28 - 25	1,200 106 381 218 1.101	2,013 179 460 460 1,948	8. 8. 8. 8. 8. 8. 8. 8. 8. 8. 8. 8. 8. 8	· 产型器25	15 15 175 175	\	88475	222255	2882	25 25 25 25 25 25 25 25 25 25 25 25 25 2	\$ 45 48	100 Sept. 100 Se		8622	١.
Gabo Uthods Didisma Own	ននិះនិះ	. 5. 4. 8. 7. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2.	8.00 - 1.00 8.00 -	1, 12 20, 11, 870 1, 307, 7, 3	2,1,1,2,2,2,2,2,2,2,2,2,2,2,2,2,2,2,2,2	1.156 2.1.288 2.1.288	¥8.822	a z z	0.00 mm	ត្ ម ខ្ពុំ	V-3848	8 E E E	5 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	- 22 35 K	×, 4, 1	
The state of the s	BEZIE	1,983 1,983 1,504 1,504	1,863 1,181 1,733 1,103 1,103	2,782 2,782 1,812 1,811	, 1 888	\$5558 \$5558	\$ 502 502 503 503 503 503 503	¥2387	288 288 288 288 288 288 288 288 288 288	342 227 340 1,985	388 888 1987, 1	713 443 715 718 7388 7388	<u> </u>	1-50-2	5888	
Major Unesota eterippi eterip	Èää38	86.28.66 88.28.66	2,4,1,2, 2,6,6,15,	8,7,4,8,1,8,1,8,1,8,1,8,1,8,1,8,1,8,1,8,1,8	1, 200 200 200 200 1,033	. \$25 62°	2, 1, 686 2, 1, 686 1, 135 1, 136 1,	250 × 50	80.1 855 855 855 855 855 855 855 855 855 85	25.00 20.00	¥5.85	8.1. 8.8.7. 2.2.5.7.	6,500 E	28°÷	5,508 1,187 1,28 3,034	

<u>.</u>	В	ENNIA	i sn	RVEY OF	EDUCA	ŢION, 19	l 6—19 18.		
drift.		Ohis	21	00000	988	c00cc		0000	• ;
Studente' military drill		Boys.	5	<u> </u>	18,006 634 87 6,012	21.2.1. 21.2.2.3.3	4,1, 88,2,5 5,5 5,5 5,5 5,5 5,5 5,5 5,5 5,5 5,5	785 1,478 432	
Rtindent	•	Schools report- ing.	16	22.7.22	176 14 58 59 116	617 8 8 8 9	25 25 25 25 25	==8*	<u>,</u>
- 4	tiring n. n. n. n. n. n. n. n. n. n. n. n. n.	Grand total.	2	1,411 68 68 2,135 196	7,457 901 529 ,6,660 1,363	1,087 7,285 818 652 736	355 355 376 376 1,240	2,047 981 2,901 112	•
	Total students continuing their education.	Ofrls.	21	748 37 1,197	3,788 572 3,668 3,668	3,884 183 113 113	2, 45 100 1190 1190 1190	1, 217 522 1, 691	
	Fotal stu- their	Boys.	- 8-	88 22 88 85 85 85 85 85 85 85 85 85 85 85 85	3,880	3,42 125 236 236 236	333 1,670 151 150 274	1,350	
1917.		Total	=	25 1990,1 1990,1	3,154 196 1,953 1,953 1,953	3,71,52 2,24,52 2,24,53 2,24,5	246 805 712 713 713 713 713 713 713 713 713 713 713	1. 4522 2522 2523 2523 253	
s, clars of	Coing to other institu- tions.	Oirls.	10	852 ± 25	2,310 145 142 1,410	2, 152 109 109 107 107	23 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	518 202 1,014 24	
Oraduates, class of 1917	Coing to	Boys.		នីឩងឱ្យ	\$25 85 85 85	£ 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	31888	13% 20% 20%	
	6	Total.	oc	928 45 1,127 112	2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2	4, 108 178 518 518	25.29.25. 25.29.25.	1,393 1,582 1,882	
	Gaing to college.	Gtrls.	-	812 812 825 838 838	1, 478 427 1,258 498	ŘŽXŠE	22 25 25 25 25 25 25 25 25 25 25 25 25 2	509 320 677 14	
	Goding	Boys.	•	510 215 742-	28 E 1.0	\$ 12.82.4	25. 25. 25. 25. 25. 25. 25. 25. 25. 25.	93.89 42.85 42.42	
<u> </u>		Total.	10	4,794 1,317 5,982	1,961	1,013	2 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	4.81. 88.83. 88.83.	
	1917–18.	Offis.	•	811 8 4 4 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	2 2 2 2 2	10,900 10,917 1,140	5,089 5,089 514 804	3,015 1,417 4,508	
	Oraduates, 1917–18.	Boys.		2,512	2858	882,288	348 88	3,127	•
		Schooks report-		<u>≅</u> ≈81:	202188	5 5 5 8 W F	52888	8 <u>8</u> 588	1
77.77.77				Netraska Netrada Netrada Netral Hampshire	New York. North Carolina. North Dakota. Onto	Orkahoma. Oregon. Pennayayanda Renth Carothia	Territorio Territorio Otali	Washington Washington West Virginia. Wysoman Wysoman	



STATISTICS OF PUBLIC HIGH SCHOOLS, 1917-1918.

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								Gradu	Graduates, classeof 198	Fof 1917.		!		 		
States		Graduates, 1918.	, 1918.		5	Coing to college.	Jege	- Goling	Going to other institu- tions.	nstitu-	Total st	Total students continuing their education.	ntinuing lon.	Student	Students in military drill.	ary dri
	Schools report- ing.	Boys.	Girls.	Total.	Воув.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Olrk.	Orand total.	Schools report- ing.	Boys.	- Girls
1	91	•	.4	10	•	7	80	•	9	=	91		=		10	17
United States	6,72	73,318	114, 434	187,782	27,368	22, 813	50, 181	5, 539	17, 190	22,729	32, 907	40,003	72,910	1,032	101,639	6.
Alabama Arisana Arisana California Oniorado	22251	3,45 1162 3,456 116 816	1, 28, 2, 1, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2,	1, 8, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5,	25.25.28 25.25.28	82 28 82 82 88 82	2,621 866	5 2 % 8 \$	23882	187 47 133 1,207	85 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	2 8 8 8 2 3	13.828 162 13.828	0.1.0 E	25.7. 25.00 354.	
Competitors Delaware Delaware Oles, of Columbia Georgia	38728	1,168 186 172 172	28.00 28.00 28.00 29.00	3,116 161 850 820 1,711	\$48E\$	21.58.88 21.08.88	556 54 319 167 505	\$2232	4 12882	8 ± 8 ± 5	\$ 55 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	258 25 25 278 25 25 25 278 25 25 25 25 25 25 25 25 25 25 25 25 25	25 28 25 25 26 25 25 26 25 25 26 25 25 26 25 25 26 25 25 26 25 26 26 25 26 br>26 26 26 26	2 « r-+g	8 88	
Service of the servic	8 28 28	5, 4,28 2, 4,28 1, 4,007 1, 4,72	8,00,4,5,00,00,00,00,00,00,00,00,00,00,00,00,0	1,250,1.4, 85,750,4, 86,750,4,	2,038 1,465 1,062 1,062	132 1,130 1,101 1,101 1,101	3, 286 2, 675 2, 675 999	250 395 157 75	2.28.25.EE	1,276 1,276 532 532	2,297 1,299 1,219	12,2,403 1,476 687 687	4%4; 35888	18230	8,1,1,1,1,1,1,1,1,1,1,1,1,1,1,1,1,1,1,1	•
Cory, Outstans, Africa Ary load Ary load	25288	3283±	9.0.6.8.1 8.0.6.8.1	1,568 1,557 2,708 1,665 11,539	288 211 301 1,319	207 219 174 840	2, 136 430 430 134 135	2825±	155 157 244 91 1,470	8.87.8. 1.	314 249 384 385 1, 760	452 404 2,310	85.050, 885.050, 070,	10 00 10 10 E	8 2 2 2 2 2 3 2 3 3 3 3 3 3 3 3 3 3 3 3	
Monton Manual Manual Manual Manual Manual	8282	5,4,4,4 5,5,5,6 5,5,5,6,6,6,6,6,6,6,6,6,6,6,6,6	2 × 2 2 5 5	55.55 55.55	1,101 28,8 22,8 23,8 25,0 38,0 38,0 38,0 38,0 38,0 38,0 38,0 38	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	1,875	<u> </u>	8823	िहरू हिन्दु	1,38 700,1	386	2,356 2,356 633 2,565	38 28 €	3,13,2 38,8 38,8 38,8 38,8	. coo8



		,		<				Cradda	Graduates, class of 1917	. 181 v					- 1	
	Gradu	dustes,	ustes, 1918,		Godin	Going to college.	86	Going	Going to other institu- tions.	nstltm-	Totalsti	Total students continuing their education.	ntinuing on.	Student	Students in military drill.	ry drill.
Schools report- ing.		Boys. (Girts.	Total	Boys.	Girb.	Total.	Воуя.	Gtrls.	Total.	Boys.	Ofris.	Grand total.	Behools report- ing.	Boys.	Girls.
-	,		-	•	•	10	00	•	10	11	원	13	2	15	. 6	13
	K=\$88 	8 8 2 3 3 5	25. 55. 55. 55. 55. 55. 55. 55. 55. 55.	2,419 1,283 5,852	23 18 131 131	21 22 32 33 34 35	452 453 757 1,110	2.88	11.3 7 140 798 798	168 168 168 168	22 22 28 22 22 28	326 282 1, 177	612 528 2, 101 162	01-121	######################################	
		8 3 8 3	882	11 X	2, 2, 25,891,8	1, 2, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1,		\$ 2 888	2, 28 88 1, 103 233	8. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2.	3,672 99 154 2,601 414	3, 690 127 214 3, 198 601	7, 252 226 308 5, 799 1, 015	80 80 80 82 32	18,446 410 84 5,845 3,705	2,564
		2	8 5 5 5 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	88.1.1. 88.000 8.0	8. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2.	379 1,287 184 197 178		# 8 #=#	25. 100 100 100 100	1,128	2, \$\$X8	2,746 2,746 193 98 315	5,395 318 128 128	2 8 00 ca 0	888.10 888.20 888.88	
•		2 4 1 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	85.25	588	81 7. 1. 1.22 1.23 1.56 1.56 1.56 1.56 1.56 1.56 1.56 1.56	1,386	- Aî	ងនី ខនង		149 517 115 213	1,228 147 141 141 143	1,731	2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2	∞₫4>	4,345 1,133 24,245	
<i>.</i> :		2, 57.2 2, 888.8 88.88	8, 4,1,4, 006,1,4, 006,1,4,	4,1,1,0 4,0,0 4,0,0 4,0,0 4,0,0 4,0,0 4,0,0 4,0,0 4,0,0 4,0,0 4,0,0 4,0 4	3 282 8	# # # # # # # # # # # # # # # # # # #	<u> </u>	· 82.25.		<u>-</u>			1, 656 796 2, 747 105	20 Kg 80	85. 55. 54. 54. 55.	· <u> </u>



TABLE 40.—Number of graduates, of graduates continuing their education, and of students in military drill in partially accredited high schools, 1917–18.

							On	duat	es, cla	ss of	1917.						et.
States.	'	iradua _	tes, 19	18		oing			g to c		cont	al stu inuin lucati	g their		ident		
	Schools re-	Воув.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Olrls.	Total.	Воуя.	Girls.	Grand to-	Behools re-	Boys.	Girls.	
1	2	8	4	5	6	;	8	9	10	11	12	18	14	15	16	17	
υ. s	3, 801	10, 412	17, 125	27, 537	3,218	 2,897	6, 115	 1, 504	3, 360	4, 864	4,722	6, 257	10,979	163	 3, 936	 549	
Alabama	36	87 6 107 137	133 9 184 292 57	220 5 291 429	23 1 37 33 18	35 1 51	58 2 88 75 34	6 0 13 43 3	11 2	17 2 34	29 1 50 76	46 3 72 102	75 4 122 178	3 3 8	14 62 549	0 0	
Delaware Florida Georgia Illinois Indiana	19 16 94 210 18	37 26 362 500 35	86 37 665 861 37	63 1,027	8 5 107 154 5	5 164 110 3	12 10 271 264 8	5 3 19 85	18 5 32 176 3	23 8 51 261 3	239	22 10 196 286 6	18 322 525	0	0 21 169 16	0 0	
Iowa Kansas Kentucky Louisiana Maine	271 288 82 46 22	533 1,111 261 61 25	973 1,772 400 152 63	2,883 661	174 367 121 33	185 257 81 38	359 624 202 71	69 93 22 3	157 199 67 27 12	226 292 89 30	243 460 143 36	342 456 148 65	5%5 916 291 101 13	3 27 2 2	66 558 36 41	0	
Maryland Massachusetta Michigan Minnesota Mississippi	20 30 208 6 16	47 110 494 22 34	80 192 754 37 91	127 302 1,248 59 125	28 25 105 7	7 20 81 4	35 45 186 11 49	7 6 66 7	20 39 222 9 16	27 45 288 9 23	35 31 171 7	27 59 303 13 57	62 90 474 20 72	4 6 0	189 171 0 68	0 0	
Missouri	206 37, 190 2 4	514 43. 664. 1	873 86 1, 121 2 14	1,387 129 1,785 3 24	96 19 231 0	140 12 163 0	236 31 394 0	114 15 71 0	160 14 149 8	274 29 220 3 1	210 34 302 0	300 26 312 3	510 60 614 3 2	10 1 6 0	169, 13 121 0	26 0 0	
New Jersey New Mexico New York North Carolina. North Dakota	14 11 104 187 70	51 23 169 463 102	79 43 253 898 290	130 66 422 1,361 392	11 5 62 251 35	31 328 38	17 15 93 579 71	3 7 35 37 6	14 12 77 115 44	17 19 112 152 50	14 12 97 288 41	20 22 108 443 80	34 34 205 731 121	2 0 7 8	79 0 180 224	0 0	
Ohio Okiahoma Oregon Pennsylvania Rhodo Island	363 39 117 475 1	1,009 82 251 1,751 5	1,370 146 385 2,600 8	2,379 228 636 4,351 13	239 29 119 343	161 32 72 164	400 61 191 507	150 14 10 404	299 28 55 925	449 42 65 1,329	389 43 129 747	460 60 127 1,089	849 103 256 1,836	8 13 8 13	167 283 168 196	523 0 0	*/
South Carolina Bouth Dakota Tennessee Texas Utah	64 9 51 173 8	196 13 118 442 12	367 23 189 750 26	563 36 307 1,192 38	135 4 52 165 7	182 8 46 235 4	317 12 98 400 11	13 0 13 88 0	19 2 35 129 4	32 48 217 4	148 4 65 253 7	201 10 81 364 8	349 14 146 617 15	3 1 7	98 16 173 30	.0	
Virginia	28 21 56 70 10	83 41 161 174 8	144 66 217 280 20	227 107 378 484 28	35 12 51 55 3	40 8 34 36 3	75 20 85 91 6	7 1 27 38 0	28 10 43 92 1	35. 11 70 130	42 13 78 93 3	68 18 77 128 4	110 31 155 221 7	1 4	28 64	 0 0	



TABLE 41.—Number of graduates, of graduates continuing their education, and of students in military drill in nonaccredited high schools, 1917-18.

	Gra	duate	s, 191	N.			Grac	iuates	, chs	s of 1	917.				ident ülitar drill.	ry
States.	Rebools reporting.	·				oing to		Goin inst	g to o ltutio	ther	con	stud tinuii their icatio	ng	Schools reporting.	•	
]	Schools	Воуз.	Girls.	Total.	Foys.	GLB.	Total.	Воув.	GIrls.	Total.	Boys.	Girls.	Total.	Schools	Boys.	GIFIS.
1 ,	2	8,	4		6	7	8	9	10	11	. 12	18	11	15	16	17
United States	1,549	3, 181	5, 897	9,078	987	1,223	2.210	451			1 38				1.411	1,386
Alabama	19 31 21 43 12	96 40 72		194	19 32 7 35 4	30 9 34	16 69	10	23 6 25	22	37 12 45	15 59	90 27 104	5	316 35 25	0
Florida Georgia Idaho Illinois Indiana	56 69 33 38 21	128 74 43	243 103 87	177 130	23	93 15 8	151 39	26	42 18	6 2 1	8 84 6 29 8 13	13! 33	219 62	:::		
Iowa Kansas Kentucky Louislana Maryland	76	160	270 250	436 379 22	35	33	1 71	13 7 21	34	3 4	4 2 6 5 7 6 2	111	17		39	0
Michigan. Minnesota Mississippi Missouri Nebraska	12 33 14	8 9	15	60 242 7 274	5 3 1	8i 6≨	10	2 4 9 1	1 2	5 14	4 8 4 2 2	4 8	7 26 3 12 2 7	7	3	2 0 6 0
North Carolina North Pakota Ohio Okiahoma Oregon	3 1 11	5 3 6 3 0 21	2 6 6 5 2 36	9 10 7 9	1 3 6 6	1 1	ž 2	1) 3;	2 1 1 4 6	8	9 1	1 2 1	0 26	2	2 3	
Pennsylvania Bouth Carolina Bouth Dakota Teinessee Texas	. 3	8 1	6 17 0 29 8 20	8 25 7 42	4 3 7 6 8 3	5 5 8 6 0 2	8 15 2 15	3 2 6 1 2 1	3 8	9	37. 2 82 6 88 8 49 4 71 20	8 11	7 17 18 20 30 10	H	i	3 0 5 0 51 0
Vermont	21	8 3	10 7	61.0		14 17		10 (24	6 1	9 2 0 2	49 17 36 2	5 3 13	13 5 37 6	8	i	21 0 12 0



04040 8:000 08woc 00000 00080 Students in military drill. TABLE 42.- - Number of graduates, of graduates continuing their education, and of students in mulitary drill in four-year high schools, 1917-18. 9 School reports 04086 2 1443 088847 LONLY 638x10 15 Total students continuing their education Total. 7 Girls. Boys. 걸 Total. Going to other institu-tions. Graduates, class of 1917 Oirls. 2 Boys. 0 Total. 00 Oirls. Boys. 1, 948 344 34, 334 3, 208 3, 2 Total. 210,279 2,463 1,787 1,787 11,829 4 Graduates, 1917-18. 12. 947 1. 282 1. 282 1. 283 1. 568 1. 388 1 Girls. ₹. Boys. 5, 745 4, 814 2, 991 2, 732 Schools report-ing. Connecticut
Delaware
Descript of Columbia
Floristic of Columbia
Georgia United States.



Conductors 1972-18
280 1.1 2.8 8.8 8.3 2.2 2.3 3.4 6.5 8.5 8.5 8.5 8.5 8.5 8.5 8.5 8.5 8.5 8



TABLE 43. -Number of graduates, of graduates continuing their education, and of students in military drill in three-year high schools, 1917-18:

*	Gr	dusto	s, 19	17-18,			Gra	duat	es, ela	ass of	1917.			m	ideni ilita drill	ry
States,	report-			3		loing college			ng to stituti		Tota cot t beir	l stud ninu, odnes	lents ing ition	report.		
	Schools	Bays	Girls.	Total	Bays.	Girls.	Total.	Boys	Girls	Total	Boys.	Girty	Total.	School:	Boys.	Girls.
1	2 .	3	1	5	6	;	8	9	10	11	12	18	14	15	16	17
United States	— 1,517	- 3,916	6, 528	10,474	1.062	1.211	2 273	783	1, 535	 	 1 S45			20	-	
Alabama	19 32	50 82	101	151	11	4	15		~91	19:	19	15	31		443	257
Connection	3	4: 17	119 7 27	11	19 0 5	1 0	48: 0 5	0	2	23 2 17	24- 0' 5	47 2 14	71 2 22			
Florida	₽ 3	288	555 555	- 1	1	9	10	1	i	2	. 2	101	12			
ldaho Illinois	58)	94	10 186	16 290			247		5x		130 50	209	339		21 	
ndiana owa	14 45	3×	30 129		0	1	1 52	10	0 26	0 36	36	1 52	1	 i	25	
Kansas	2 10	6 14	. fi 44		4 6	3 12	7 18	3	3	6	7	6 15	13		·	
Marne Maryland Massachusetts	2 5 1	1 4 2	. 2 14 1	18	2	3	5	i	5		····:				<i>.</i>	.
Michigan	Q:	30	27	37	0	1,	1		6	7	 1'		••••		• • • •	· · • •
Minnesota Mississippi Missouri	35 35 88	1021 2111	17 182 362	18 284 573	46 39	92 65	138 104	12 58	13 21 73	14 33	1. 58:	13 113	171	1	15	
dontana	. 5	2	5	7	3	3	6	2	0	131 2	97: 5	13× 3	235	6:	{#}	
Nebraska	59 1 7	114° - 5 - 15	190	304 12 50	3			 0	51,		48	15%	116	1	16	0
w Mexico	12	1 19	5 21	6	j	2		<u>;</u> '	····· ·	3	$\dots \frac{3}{2}$	8 9	11 11			
North Carolina	33 10	71, 16	151 30	222 48	40	66 3	106	9, 10	17	26	: 49	\3 11	132			
Ohio Oklahoma Oregon	19+ 25	433: 28.	607	1,040 95	81 17	54 23	135° 40	75 14	126 20	201 34	156 31	180 43	13 336 74 2		16 127	231
Pennsylvania	330	4 1, 296)	7 1, 891	3, 187	258	1 124	382	336	707	1.043	0 594	2	Ī			•••
Bouth Carolina Bouth Dakota Fennessee	14 33	231 16 88	445	679 48	139 3	182 11	321	20	45 15	65 22	159] 10	831:1 227 26,	, 425 386 36,		-74	
exaq	165	127,	162 699	250 1, 126	35 131	208	339	13 84	115	35 199	215	49 323	335	2	37	• • •
Jtah Jermont	1 1 86	0 3.	5	2 [[] 8].								$\ldots_{2_{1}}^{i}$	3	•••	!	•••
Vashington	3 12	135 1 36	283 5 48	418 6 84		58	108	14 0 15	77 4 21	91: 4 36	64 () 16	135 4 26	199 4 42			•••

59872°--21---16



Table 44.—Number of graduates, of graduates continuing their education, and of students in military drill in two-year and one-year high schools, 1917–18.

	Gra	duste	×. 1917	-18.			Gra	dust	6 8, 6	lass (of 191	17.		m	dent ilitai drill	ry
States.	Schools reporting.					oing		oth	oing actir ution	ısti-	ec	ntin	ndents ning duca- n	reporting.		
•	Schools	Boys.	Girls.	Total.	Boys	Girls.	Total.	Roys.	Girls	Total.	Boys	Girls.	Total	Schools	Boys.	Girls.
1	2	3	4	3	6	7	8	9	10	11	12	18	14	15	16	17
• United States	592	1,333	2,281	3,611	151	200	351	288	474	762	439	674	1,113	21	184	169
Alabama. Arkansas Colorado Delawate Florida	12°	3 29 3	7 42 1 21	10 71 4 32	 9	13	9 22	2 8	4 8	6 16	17	21	15 38			
		3	7	10	1	10	, 11	1	5	6	2	15	17			
Idaho Illinois Indiana Iowa Kansas	68 7 3 42	132 15 83 11	2 249 16 131 15	381 31 214 26	9 1 5	12 0 7 0	12	0 44 2 12	51 2 24 1	95 4 36 2	53 3 17 2	63 2 31 1	116 5 48 3	2	41	0
Kentucky. Louisiana. Maine. Maryland Massachusetts.	14 1 3	25 2 2 3 4	52 3 12 4	77 5 14 7 9	ō	19		4 0 0 1	6 2 4 0	10 2 4 1	11 0 0 1	25 3 4 0	36 3 4 1			
Michigan Mimesota Miss†ssippi Missouri Montang	7 6	150 13 6 245 &	233 27 29 388 18	383 40 35 633 24	9 0 30 1	6 33 3	6	3 1 43	56° 3 4 49 5	6 5 92 9	38 3 1 73 5	60 3 10 82	11 1 155			
Nebraska New Hampshire New Jorsey New Mexico	3 2 J	56 5 11 2 24	110 7 9 3	166 12 20 5	0 0	6 1 2 3	2	0	17 1	19	6 0 2 14	23 2 2 8	29 20 4 22	1		
New York	2 38 17	15 3 91 29 1	24 20 .5 142 71	35 8 231 100 2	9 0 3 6	.10 2 4 20	19 2 7	11	8 1 21 20	9 2 32	10 1 14 18	18 3 25 40	28 4 39 58			169
Pennsylvania. Rhode Island. South Carolina. South Dakotu. Teunessoc.	2	181 5 6 1 30	358 × 30 3 64	539 13 36 4 94	4 2 12	3 0 7	2		76 29 1 14	110 44 2 19	38 15 3 17	79 29 1 21	117 44 4 34	1	13	(1
Texas	6	20 33 19 3	43 20 42 8	53 61 11	18 1 9 3	24 1 4	13	4 8	9 21	22 13 29 2	31 5 17 4	33 9 25 2	42	1	30 21	
West Virginia. Wisconsin Wyoming.	5	16 34 2	30 18 3	46 52 3		1	3	7	8	16	4 7		11 16			

Includes 1 one-year high school reporting 2 girl graduates.

includes two girl graduates from a one-year high school going to other institutions.
Includes 1 one-year high school reporting 4 boy and 1 girl graduates.
Includes 1 one-year high school reporting 3 boy and 4 girl graduates.
Includes 1 one-year high school reporting 5 boy and 7 girl graduates.
Includes 1 one-year high school reporting 2 boy and 3 girl graduates.
Includes 1 one-year high school reporting 2 boy and 3 girl graduates.
Includes 1 one-year high school reporting 3 girl graduates.
Includes 1 one-year high school reporting 3 girl graduates.

		Graduate	Graduates, 1917-18.				•	Gradus	Fraduates, class of 191	of 1917.				Student	Students in military drill.	ary drill.
States.	Schools report-	Boye	Girls.	Total.	Gol	Coing to college.	eke.	Going	Going to other institu-	nstitu-	Total st	Total students continuing their education.	mtlnung ion.			i.
	ing.				Boys.	Gfrls.	Total.	Boys.	Girls.	Total.	Boys.	GIrls.	Total.	report- ing.	Boys.	Girls.
	01	##	, ***	23	80	14	æ	a	10	<u>:</u> =	2	82	=	15	91	
United States.	1,327	1,723	f.2, 935	104 658	15,536	12, 280	27,816	2,916	8,736	11.672	<u> X</u>	31 (36	1 20		0.5	
Alabama.	25.7	82	!	785 259	9 or	े ४ ८ 	172	<u>n</u> -	¥.5	19		- -	\$ X	j	574	1,031
California Colorado	27.2	2. 12. 2	3,1592	5,213 1,326	817 292	ಕ್ಷಣ್ಣ	1, 80, 83, 83,	. 20 E	888	누일	182	1,327	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		759 5,613	-0×
Connecticut Delaware	20	879	1,429	2,308	3,58	104	412	7.	85.	. 5. 	. 322	260	582		440	. 0
Pierica of Columbia Florida Georgia	- w g	2 8 2	දී සු (352	98 9	55	318	.2.5	. ²	. Z . o	216	388	382	1-	596	
de la	8 (Ř,	200	1,032	201	201	춣	9	S	38	Š	152	\$ \$	7	165	0
Itinols Indiana Iowa	2832	2,1,88,2 2,1,88,2,2,2,2,2,2,2,2,2,2,2,2,2,2,2,2,2	₹,2,- ₹,8,2,8	28,82	288.28 28.28	284	1,978 986	7 9 20	19 226 219	322	E 25.58	1, 136 200	2,300	ఆజ్ఞ	5,38,5	00,0
Kansas	8	23.	1,268		221		865 65	\$ X	ā's	152	88	356	751 595	90 50	1,015	
Kentucky. Louisiana Weine	E 2:	5 8 S	88	1,019	162	88.	365	91 **	228	- 85 	178	333	55		619	; 5
Maryland Massachusetts.	 92 Z	3,58	675 511 5,590	-, °, 21.58.58 	1.01 E10,1	328	219	.43°E		2888	221	828	198	(C - 10)	281 280 280	
Michigan Minneota	383	1,700	2,320	4,020	28	362	888	8.3	371	510	82.5	5 25	1,462		108.7 108.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10	7 5
Kissouri Konte ne	29:	. . .	1,993	££,	521	129	- 2 2	123	18	, s	388	\$ * \$, a	ē → !	510	9 0
	a	118	219	337	78	<u></u>	38	es	13	16	38	∫.×3	2,20	 -	36	S



Students in military drill.	s. Girls.	-	21				1, 136 367	477 0 1,383 0 27 0 331 0	176 0 3.518 0 1.211 0	255 255 6619 6619 0		
ıts in mi	Boy		e '	1 1.07X	201	<u> </u>	52 5×		2 K - 1	1001-11		je-
Studen	School	ing.	12			T. T.						18.
	tinuing on.	Total	Ξ	۶	341 1,452	5, 244 202 202	100 E	F 첫 및 IEB	52 52 52 52 52 52 52 52 52 52 52 52 52 5	1,000		
	lents con educatio	Girls	*	21	28=	e. 表문.	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	A R 프립트	왕류용구중	\$ Z 6 2		
	Total students continuing their education.	Boys	2	Ž.	<u>35</u> 58	15. 17. 18. 18. 19. 19. 19. 19. 19. 19. 19. 19. 19. 19	동동 8	22 2 22 2 22 2 2 2 2 2 2 2 2 2 2 2 2 2	នេះ ព្រះនិងជាតិ	일본품 ^호		
1917		Total.	=	; , ₅ ,	482	3.114	1 S 2 2 2 2 2 3 2 3 3 3 3 3 3 3 3 3 3 3 3	13 3 3 7 5	सङ्ग्रहरू	20 15 to	1	
class of	other inst ions.	Gurls. 1	o°.	ă.	5.27	1. 25. 27.	× <u>5</u> 5.	ដូច្ចក្តុង ក្រុ	원동조교문	-E # \$2.		1.1
Graduates, class of 1917	Going to other institu-	Boys. C	6.	24	= 5 %	116.	 ?1 <u>+</u> ?: ?,	ក្នុងមន្តិដ	* % % * F	3250		
		Total 1	oc	S	211. 22.22	3, 130	5 Kg	2,510 163 163 197	표정된다	- <u>28</u> 82		
	Going to college	Girls.	ļ	<u>।</u>	8 2 2	0.1 X	3 5 5	ន្តិកូនខេត	ក់ដូលទិន្ន	₹82,		
	Going	Boys		35	<u> 38</u> 7	87. 87.	F	4 8 8 8 9 8 8 8 9 9	កម្ពីនិធិម	2000年 2011年 2011年		
	1	i otal.		ું	≅882	11, 491	5 5 8 2 10 8	1.57 8.52 8.52 8.52 8.52 8.52 8.52 8.52 8.52	3224 <u>2</u>	3,215 3,215 138		
917-18.		, KI	-	570	왕둔활화	6.6.5 3.5.2 7.5.2 7.5.3	5.048 8.05 8.05 8.05		**	1,53 1,00 1,00 1,00 1,00 1,00 1,00 1,00 1,0		.
Graduates, 19f7-18.		oys.	•	99	27.8.1. 5.8.1.0.0.0.0.0.0.0.0.0.0.0.0.0.0.0.0.0.0	t 849	5 7 5 2 6 2 6 2 6 2 6 3 6 3 6 3 6 3 6 3 6 3 6 3 6 3 6 3 6 3	* * * * * * * * * * * * * * * * * * *	<u> </u>	* 55 H F		
Ca		report. B	61	ø.	-580	É.	TEL	58224	= = 	2 7 1 Q =	1	•
1	8	č										
	States.	a.	-	Nebraska	Nevada. New Rampshire. New Jersey. New Mexico.	New York	North Dakota Ohio	Oregon Preparation		Verina West Virthia Wiscomin Wyomin		



TABLE 46.—Number of graduates, of graduates continuing their education, and of students in military drill in village high schools, 1917-18.

					į		Gn	aduat	es, ch	iss of	1917.			:		
States.	(mdua	tes. 191	7-18.		loing colleg			ng to Stituti	other ons.	the	il stu ntinu ir ed tion	ing uca-		udeni uilita drill	ry
:	Schools re-	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Sehools re-	Boys.	irls.
1	2	8	4	5 .	6	7	8	9	10	11.	. 12	13	14	15	16	12
United States.	,533	7, 503	12,260	19, 763	2,711	2,583	5,297	586	1,818	2.404	3,300	1, 401	701	138	, 4,555	1026
Alabama Artzona Arkansas Alifornia Polorado	12	46 2 81 172 112	86 12 146 321 217	132 14. 227 496 329	20 0 29 93 52	29 2 33 56 67	49 2 62 139 119	* 10 0 12 10	14 0 35 93 27	21 0 47 103 37	30 0 41 93 62	43 2 68 149 94	7.3 2 109 242 156	3 8 1	147 824 112	196
	3 12 13 6 31	%8 151 70 7274		23 168 336 192 790		0 58 58 28 93	33 112 13 203	0 4 26 2 31	5 10 15 17		1 21 110 17 141	5 26 73 45 168	6 47 183 62 309	1 3 3 4	36 382 200 181	
ndlana owa Cansas Centucky Constana	31 21 18 13	1,056 551 283 90 61	810 552 151	2, 401 1, 261 835 211 178	310 160 102 18 21	265 217 79 58 28	575 377 181 106 19	56 19 17 12	198 45 34 18	254 64 51 30 8	366 179 119 60 22	463 262 113 76 35	829 441 232 136 57	9 5 1 1	378 277 30 70 20	0 0 0
daine tichigan tinnesota tississippi fissouri	1 22 20 10 21	32 320 229 58 226	61 115 188 113 416	93 765 717 171 642	3 116 66 18 89	2 76 82 49 91	192 148 67 183	5 29 12 3 35	6 75 89 4 70	11 101 101 7 105	8 115 ! 78 j 21 121 !	8 151 171 53 164	16 256 219 71 285	1 6 1	35 291 52 161	0 0
lontangz kebruska kevada kew Hampshire kew Jersey	1 9 2 3 19	9 101 5 12 163	18 191 19 22 292	27 292 24 31 455	1 40 2 5 47	2 45 8 9 26	3 85 10 11 73	16 0 0 13	25 1 7 60	41 , 1 7	56 2 3 10	2 70 9 16 92	3 126 11 21 152	3	208 18	0
ew Mexico ew York orth Carolina orth Dakota hio	13 2 40	24 364 55 24 465	29 575 116 47 616	53 939 204 68 1,111	4 159 26 13 200	1 97 42 4 157	5 256 68 17 357	3 21 6 2 31	1 141 6 6 8	168 12 8	7 183 32 15 231	2 211 48 10 238	9 421 80 25 469	29 1 1 0	1, 134, 35 54 813	0 0
klahoma regon ennsylvania outh Curolina outh Dakota	98	252 119 823 32 103	450 181 1,259 52 145	702 300 2,082 84 218	89 31 276 8 32	104 40 186 12 23	193 71 462 20 55	23 0 61 2 3	7 45 273 5 33	68 8 337 9 7	31 31 340 40 35	149 48 459 17 56	261 79 799 27	13 2 9	1,738 182 479	830 0 0
ennesseetahermontirginta	10 43 8 4 14	31 287 55 31 69	103 593 67 70 141	131 880 122 101 210	22 167 13 19 25	21 . 250 . 20 . 11 . 28	43 117 33 30 53	9 29 0 2 2	6 57 1 10 18	15 86 1 12 20	31 196 13 21 27	27 307 21 21 46	58 503 34 42 73	1	25 201	0
fashington	11	154 135 342 10	281 191 543 14	438 326 885 24	46 38 104 3	47 25 92 1	93 63 196	6 10 47	58 16 114	64 26 161	52 48 151 3	105 41 206 1	157 89 357	1. 2 5	90 50 333	0 0



Students in military drill.	tinuing Schools Carlo		14 15 16 17	40, 479 703 27, 792 3, 640	572 3 112 0 66 8 297 124 361 4 146 0 1,544 47 4,334 0	194 386 410 410		, 518 9 185 0 485 1 19 0 377 3 128 0 1,008 12 660 0 1,681 29 1,248 9	925 359 740 136 257
	Total students continuing their education	Boys. Girls.	\$2	17,315 23,164	273 286 287 287 287 287 288 289 289 289 289	136 155 18 30 119 178 288 457 129 201	1, 244 882 980 960 715 740 280 314	196 201 201 170 468 600 694	\$60 096 190 331 674 914 150 679
Graduates, class of 1917.	Going to other institu-	dirk. Total.	11 11	11,094 15,0%6	86 137 17 18 65 101 456 576 89 118	58 28 25 25 25 25 25 25 25 25 25 25 25 25 25	2805 546 2807 546 2807 546 130 170	147 194 248 104 112 549 590	401 496 424 424 (335 45 45 136 287
Oraduates,	Going to of	Boys. Gi		3,092				<u> </u>	•
7	college.	ls. Total.	∞	12,070 25,383	213 223 139 141 280 280 280 280 280 280 280 280 280 280		836 1,856 507 1,150 758 1,548 443 1,012 184 418	176 334 90 257 103 238 198 519 417 917	285 650 282 449 490 953 349 773
:	Going to college	Boys. Girls.	,	13, 323 12,	82225	8 E 2 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	88.5 88.5 88.8 88.8 88.8 88.8 88.8 88.8	158 147 135 331 500	282 130 144 144
	~			88,986	1,188 121 125 775 873	-	ಗೌಕ್ಕೆಗಾಗಿ 		
Oradinates, 1917-18.	-	e Oirle	•	, 685 62, 261	56 65 306 470 387 2, 240 387 2, 240 313 560				
Orada	100000000000000000000000000000000000000	ing.	0)	9,589 37,6	· -				
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STATISTICS OF PUBLIC HIGH SCHOOLS, 1917-
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	\			2,442 239 -494 1,315 1,216	ĺ
	187 187 476 107 1, 225	28.85.25.25.25.25.25.25.25.25.25.25.25.25.25	2, 2, 2, 2, 2, 2, 3, 3, 4, 4, 4, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5,	1,421 169 314 660 678	1,452
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	evada. ew Hampehire ew Jersey. ew Maxico.	orth Carolina. orth Dakota. hin. Etaboma.	emnylvania. bode island outh Carolina outh Dakota.	icas Tah ermont Inginis Sashington	oet Virginia Jeografia 'y oming.
9.	mmmmm.		三半回の円 ・ / なりなっ	CHADE	PPF



 ${\bf TABLE} \ \ 48. - Percentage \ of \ graduates \ going \ to \ other \ institutions.$

States.	Gradu (i	ates, clas estimates	s of 1917 i).			these lege in	goir	ent of ngto ot ools in	1010	of the	l pero se cont educat 1918.	inuing
•	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys	Girls.	Total
1	2	8	4	8	6	7	8	9	10	11	12	18
United States	82,909	125,679	209,588	47.3	21.5	28.0	9.1	17.2	14.0	47.3	38.7	42.
Alabama Arizona Arkansas California Colorado	154 550	1,197 208 910 5,322 1,520	1,903 362 1,460 8,932 2,458	45. 1 40. 9 38. 6 38. 5 52. 2	28.2 26.0 29.2 24.8 31.4	34.5 32.4 32.8 30.3 39.4	10.5 1.3 10.2 6.5 6.5	12.4 22.6 15.3 20.5 10.0	13.5 13.4 14.8	55.6 42.2 48.8 45.0 58.7	40.6 48:6 44.5 45.3 41.4	46. 45. 46. 45. 48.
Connecticut Delaware Dist. Columbia Piorida Georgia	1,212 124 383	1,846 187 529	3,058	33.9 41.2 49.4 41.6	8.3 8.0 24.6 32.0 32.2	18.4 21.2 34.9 35.3 35.3		14.1 17.1 10.0 9.0 10.2	10.2 12.5 8.9 8.5 9.9	38.2 46.8 56.4 49.2 49.4	22.4 25.1 34.6 41.0 42.4	28. 83. 43. 43.
idaho Illinois Indiana Iowa Kansas		1	1, 137 13, 901 9, 741 8, 321 6, 857	35.3 38.7 34.9 39.6 35.2	21.4 22.1 21.8 24.8 18.6	26.7 28.9 27.6 30.3 24.7	5.3 6.2 9.2 7.3 7.1	20.0 10.5	14.3 8.7 13.2 9.2 8.6	40.6 44.9 44.1 46.9 42.3	41.4 32.6 28.2 35.0 28.0	41. 37. 40. 39. 33.
KentuckyLouisiana Maine Maryland Massachusetts	. 864 495 1.018	1,442 1,005 1,587	2,306 1,500 2,605 1,699	51.4 49.3 29.5 48.7	10.0		8.6 8.5 8.2 13.1 9.7	18. 4 16. 1 10. 7	14.8 15.1 13.0 11.6 16.9	60.0 57.4 37.7 61.8 38.9	49.5 44.0 26.1 27.6 34.0	53. 48. 30. 40. 36.
Michigan	3,487 2,502 569 2,990 381	4,933 4,432 1,038 4,610 652	8,420 6,934 1,607 7,600 1,033	36 A	22.6	45.0 27. x	10.1 7.6 6.7 9.8 6.3	6.9 16.1	16.4 13.6 6.8 13.6 7.8	44.8 44.0 52.8 45.6 47.5	38.2 34.8 51.2 38.7 37.6	40. 38. 51. 41. 41.
Nebraska Nevada New Hampshire New Jersey New Mexico	1,860 54 483 2,420 154	3,104 99 705 3,309 225	1.188	33. 4 44. €	27.3 20.3 11.7	80.2 19.7	8.2 5.6 4.8 8.1 13.6	10.1. 20.0 24.5	9.7 8.5 13.8 17.5 22.2	35.7 39.0 49.4 38.7 50.6	24.1 37.4 40.3 36.2 52.4	28 37 44 37 51
New York North Carolina North Dakota Ohio Oklahoma	6,356 612	9,279 1,150 875	1,762	44.3 55.3 39.3 36.7 38.1	37.2 20.7 25.7	27. 5 43. 4 26. 9 30. 5 31. 4	13.3 8.3 7.5 8.1 12.1	12. 6 16. 2 16. 1	20.2 11.2 13.3 12.6 15.6	63.6 46.8 44.8	49.8 36.9 41.8	47 54 40 43 47
Gregon Pennsylvania Rhode Island South Carolina South Dakota	. 441	9,995 599 881	17,125 1,008 1,322	1 23.0	14.6 14.0 36.2	24.0 17.8 89.2	7.6	24.0 18.2 11.0	7.9 18.6 14.0 10.2 13.4	30.6 53.6	47.2	44 42 31 49 45
Tennessee	2, 558 372 459	1,234 4,168 477 498 1,470	6,726	53.1 36.0 34.4	45.0 31.4 11.7	47: 8 .83. 5 20. 7	5.4 7.0	14.3 10.6 15.5	12.8 13.5 8.3 12.1 16.8	65.2 41.4 41.4	59.3	41 61 41 32 43
Washington West Virginia Wisconsin Wyoming	1,657 799 2,935	2,662 1,181 4,153	4,819 1,990 7,068	41.8 45.0 30.8 39.2	27.1 16.3	34.3 22.3	8.6 13.4	17.1		53. 6 44. 2	44.2 30.7	44



TABLE 49.—Miscellaneous percentages relating to the number of high school graduates, #1917-18.

	Students in second-	Proportion	of populat	ion 18 year	rs of age gra schools.	sduating fi	rom four-ye	ar high
States.	ary grades to each 1,000 of total popula- tion.	Estimated population 18 years of age in 1918.	Gradu- ates from four-year public high schools.	Per cent of popu- lation 18 years of age.	Gradu- ates from four-year private high schools.	Per cent of popu- lation 18 years of age.	Total gradu- ates of four-year schools.	Per cent of popu- lation 18 years of age.
1	2	8	•4		6	7	8	9
United States	15, 6	2, 243, 903	210, 279	9, 37	21.256	0.95	231, 535	10,32
Alahama	7.7	53, 798	1,949	3. 62	269	50		107
Arkansas	13.9 6.5	5,109	394	7, 78	71	. 14	2,218 465	4.12 7.92
California.	27.0	42, 904 55, 110	1,150	2.69	85	. 19	1,235	2, 88
California Colorado	18.2	19,747	9,336 2,524	16.94 12.78	674 98	1. 22 . 50	10,010 2,622	13, 16 13, 28
Connecticut	17.4	25, 986	3, 209	12.35	657	2, 53		5000
Delaware	11.8	4, 479	208	4.64	42	.94	3,866 250	14, 88
Florida	18.5 · 8.7 ·	6,910	850	12.30	210	3.04	1,060	8,58 15,34
Georgia	8. i	21,088 67.020	910 2, 2 09	4.31	109 375	.52	1,019	4.83
Idaho	20.7	9,344	1,184	12.67	132	1, 41		3,97
Illinois	16.6	135,882 [14,309	10, 53	1,078	. 79	1,316 15,3×7	14.08 11.32
Towa.	23. 1 24. 9	57, 197 49, 189	10,908 8,272	19.07	456	.80	11.364	19.87
Kansas:	26.5	38, 475	7, 189	16,99 19,66	538 276	1.10 .72	5,810 7,765	18,09 20,38
Kentucky	8.5	53, 239	2, 463	4.63	358	. 67		
Maine	8.1	42, 231	2,463 1,787	4. 23	199	.47	2,821	5.30
Maryland.	22.9 9.8	14, 133	2,779	19.66	472	3.34	3, 251	4.70 23.00
Massachusetts	20.8	29, 297 73, 754	1,787 11,829	6. 10 16. 04	1,500	1, 24 2, 03	2, 151 13, 329	7.34
Michigan	20.4	64, 455	8,55R	1	· 1			18.07
Minnesota. Mississippi Missouri	20.5	54, 477	7,415	13. 2× 13. 61	658 693	1.02 1.27	9,216 ×, 108	14.30
Missouri	6.3	46, 937	7,415 1,324	2, 83	210	. 45	1,534	14.88 3.28
Montana	21.5	75, 99× 8, 589	7, 152 1, 185	9.41 13.78	529 145	. 70 1. 69	7,691	10. 11
Nebraska	22.3	29, 167	4, 324	14.85	203	- 1	1,330	15, 47
Nevada	13.3	1,687	185	11.00	203	. 70	4,527 155	15.55
New Hampshire New Jersey	18. 7 16. 5	8,609 63,706	1.293	15.02	457	5.31	1,750	11.09 20.33
New Mexico	7.7	10, 161	5.912 423	9.28	816	1, 28	6,728	10.56
New York	- 1	1	- 1	4.16	34	.34	457	4.50
North Carolfna.	15.3 7.2	225, 769	15, 873	7.03	2, 294	1,02	18, 167	8.05
North Dakota	14.7	56, 646 17, 199	1,654 1,328	2.92 7.72	667 51	1.17	2,321	4.09
Ohio	20.0	17, 199 108, 380 53, 191	15, 798	14, 72	714	.30	1,379	8.02
Oklahoma	13, 3	53, 191	3, 551	6. 6N	. 82	. 15	16,512 3,633	15, 39 6, 83
Oregon	20.2	16,950	2,606	15, 38	109	. 64	2, 715	16.02
Knode Island	14. 4 13. 0	178, 598 13, 906	14,757	8.26	2,018	1. 13	16, 775	9, 39
South Carolina	5.3	41, 334	464	7. 19 1. 13	162 125	1.17	1, 162	8.36
South Dakota	16.3	41, 334 15, 797	1,700	10.82	101	.31	1,810	1.44 11.46
Tennessee	7.2	53, 672	1,611	3.00	605	1, 13	2,216	
Utab	13, 4 20, 2	108, 607	6,834	6, 41	594	. 56	7, 428	4.13 6.97
Vermont	21, 7	9, 604 6, 313	891 1, 264	9.27	363 337	3.78	7, 428 1, 254	13.05
Virginia	11.9	48, 077	2, 781	20.02 5.72	485	5, 34 1, 01	1,601 3,236	25, 36 6, 73
Washington West Virginia	20. 7	31, 103 31, 233 57, 567	4.648	15.86	166	. 55	4, 814	916
	11.4- 19.2	31, 233	2, 226 7, 583	7. 13	153	. 49	2,379	18. 41 7. 62
Wyoming	15. 8	37, 307	7, 583 354	13, 17	496	. 87	8,079	14.04
-		, .,	- 30.0	11.06	26	. 81	380	11.87



TABLE 50.—Students in all high schools enrolled in the academic course, 1917-18.

		junior school:			nior h hoois.		ln re	gular l chools.	high	10	all bi	gh schoo	ls.
States.	Schools re-	Bays.	Ofris.	Schools re-	Boys.	Girls.	Schools re-	Boys.	Girls.	Schools re-	Boys.	Otrks	Total.
1	2	8	4	5	6	7	8	9	10	11	12	18	14
U.S	633	46, 193	52, 813	508	21,850	 27, 902	12,629	150, 297	647,468	13, 268	518,340	728, 183	, 246, 52
Alabama Arizona Arkansas Jatifornia Colorado	95	644 8, 431	843 9,660	173	70 191 1,843 226		. 132,	6,737 1,036 3,186 18,807 5,456	9,704 1,149 4,644 25,017 7,236	24 140 267	6,737 1,354 4,021 29,081 6,688	1,512 5,808 37,088	16, 44 2, 86 9, 82 66, 16 15, 50
Connecticut Delaware Dist, Columbia Florida, Georgia		628	885	3	94 256 47		25; 7 95	6, 415 798 1, 962 1, 793 6, 904	1,981 2,869	102	6, 569 798 1, 962 2, 677 7, 149	1,112 1,981 4,171	12,10 1,91 3,94 6,84 16,88
IdahoIllinoisIndianaIowa	. 34	765 602 1,747	983 878 1,949 871	15. 7 30 20	337 210 1,272 512	467 356 1,519	622 606 643	2,069 27,709 19,003 16,137	2,933 89,937 22,829 22,230	106 631 640 667	22, 022 17, 427	91, 171 28, 297	7,56 119,66 48,3 41,2 83,1
Kentucky Louislana Maine Maryland Massachusetts	. 13	1	3 956 3 142	10	376 92	585	267 198 7 185 0 87	6, 235 4, 699 4, 691 3, 300	9,370 7,225 6,090 5,420	3. 88 3. 189	7,444 4,694 4,946 3,310	10,861 7,229 6,335	18,3 11,9 11,2 8,7 37,8
Michigan Minnesota Mississippi Missouri Montana	3	0, 5, 41	5,80 0 1,990 7 80	3 32 5 1 1 3	3, 601 932 86	4,536 1,61 143 19	0 424 7 352 3 167 9 549	11, 319 4, 556 16, 82	6, 6,70 7, 24,20	1 553	14,07 4,70 17,40	2 6,937 7 24,901	49,6 35,2 11,6 42,3 6,0
Nebraska Nevada N. Hampshire New Jersey New Mexico	. 1		7 71 0 24 1 1,70	7 10	205	23 2 87	. 22 2 65 1 137	2,06 12,55	1 55 7 2,63 0 13,39	0 22 5 75 9 144 7 43	2,54 14,76 1,44	1 550 2 3,114 3 15,963 0 1,820	5, 6 20, 7
New York North Caroline North Dakota Ohio Oklahoma	. 2	9 1,77 1 55 5 8,15 1 1,91	1,88 2 70 7 3,53	0 11 3 2	25 2,47	5 2,70	296 9 206 0 833	7,03 2,97 29,10	5 9,99 6 5,05 3 37 01	3 697 5 298 2 230 9 867 7 375	49, 45 7, 03 3, 78 7, 34, 73 10, 72	5 55, 287 5 9, 996 4 6, 150 6 43, 252 0 15, 929	77.
Oregon Pennsylvania. Rhode Island. South Caroline South Dakota	8	8 54 10 4,03	1 63	0 1 9 1	20 1,53	8, 1,71	5 17: 8 94: 2 12: 8 18:	83,52 2,72 2,74	3, 3,22 9 4,67	9 178 8 973 5 2 8 126	6,00 39,08 2,72 2,74	7,244	5,9 7,
Tennessee Texas Utah Vermont Virginia		8 51 16 1,71 17 73	3 53 16 27 12 1, 86	9 1	7 25 2 58 17	3 6	3 2 3 5 6 6	22,11 2,41 1,88 8,00	2 7,51 9 31,93 10 3,06 90 2,58 36 12,42	14 66 18 4 16 8	6, 02 22, 63 4, 72 2, 77 8, 00	8,521 85 82,206 25 5,620 73 8,584 56 12,422	54, 10,
Washington West Virginia Wisconsin Wyoming		2 71 15 5	55 35 89 1,07 83 73 49 16	10	7 6 2 54 0 80 1 2	9 6	30 27 76 14 39 35 36 8	9,68 4,78 1 15,46	13,00 57 6.7	59 15 15 36	1 6,0 6 16,3	59 13, 457 96 8, 508 90 20, 634 42 1, 47	23, 5 14, 5 87, 8 2,



Table 51.—Students in fully accredited, partially accredited, and nonaccredited high schools enrolled in the academic course in 1917-18.

	In fi	illy accre igh schoo	dited ls.	In par	tially accigh school	redited ls.		onacued gh school	
States.	Schools report- ing.	Boys.	Girls.	Schools report- ing.	Boys.	Girls.	Schools report- ing.	Boys.	Girls.
1	2	8	-4	5	6	7	8	9	10
United States	6,429	422, 415	588,126	4, 585	69,112	98,706	2,254	26, 813	41,351
Alabama	98 20	5, 298	7,499	61	942	1,261	35	497	94
\rkansas	42	1,328 2,684	1,454 3,423	! 4 . 58	26 636	58 1, 258	40		
'alifornia	196	26, 388	33,759 7,200	47	1,351	2, 184	24	701 1,342	1,12
olorado	75	5,663	7, 200	15	326	473	49	699	1,14
Connecticut	53	6,347	5.225				13	222	21.
)claware	10	598	5,225 787	. 15	200	325	13		313
Pist Columbia	32	1,962 1,737	1,981	22				<u></u>	
corgia	54	4,165	5, 146	68	1,770	355 2,688	48 100	729 1,214	1,102 1,901
daho					•,	-,	1,,0	1,214	1, 80,
llinois	53 362	2,426 25,109	3,287 86,376	224	2 002		53	745	1;096
ndiana	576	21,443	25, 623	35	3,002 322	4,331 347	* 45 29	350 · 257	464
owa	302	21, 443 12, 652	25, 623 17, 221	350	4,673	6,478	15	102	327 167
CBILSES	80	6, 693	8,661	282	6,038	7,966	127	1,581	2,192
Centucky	61	. 4,466	6,058	88	1,789	2,759	130	1,189	2,044
ouisianafaine	131	3,795	5, 780 .	58	766	1,208		138	241
faryland	147 55 1	4,670 2,868	5,870 4,761	42 26	276 388	465			
fassachusetts	182	17,634	18, 960	35	571	571 711	7	54	104
(iehioan i	920				-				• • • • • • • • •
lichigan	239 202	18,557 11,947	23,342 17,572	250 5	3,195 122 !	4,466	. 177	55	61
fississippifissouri	100	3,599	5,275	23	552	206 772	45	2,002	3,429 890
lissouri	234	13,599	19,401	257	3,259	4,715	62	549	785
I(#I(IUIB	55	1,967	2,764	63	496	787	•••		
ebraska	75 .	4,520	5,734	190	3,957	5,870	154	1,447	2,111
evada	16	365	487 i	5	- 48	47	i	13	2,111
ew Hampshire	66 124	2,469 14,357	2,972	12 20	73 406	142			
ew Mexico	22	1,193	15,455 1,412	21	- 247	508 408		••••••	· · · · · · · · · ·
ew York	501	47 000	- 1						
orth Carolina	21	47,026 1,818	52, 614 2, 694	196 273	1,829	2,673		ا ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ	• • • • • • • • • • • • • • • • • • • •
orth Dakota	57 1	2,170	3, 270	75	5, 195 956	2,673 7,260 1,759	98	22 · · 658	1 199
hio	466	29,332	36,459	382	5,279	0,003	19	125	1,121
Amilonia	139	7,557	10,941	50	689	1,155	186	2,474	3,833
regon	35	4,179	4,873	123	1,695	2,203	20	135	168
ennsylvania hode Island	342 18	30, 452	38, 095	609	8,069	11,832	22	564	648
outh Carolina	26	2,703 987	3,195 1,913	67	1,384	30 2,064	36	378	· · · · · · <u>· · · · · · · · · · · · · </u>
outh Dakota	81	2,684	4,250	12	109	167	94-	1,021	711 1,846
ennessee	87	4, 236	5 774	-					-
exas	263	16,444	5,774 22,697	71 207	1,034 3,452	1,525 4,794	189	752	1,222
tah	31	4,330	5, 121	. ~ 9	395	499	109	2,739	4,714
ermontirginia	66 95	2,577 5,216	3,326 7,859	27			16	196	258
	!			27	436	681	234	2,414	3,882
ashington est Virginia	163	8,882	11,974	30	367	509	89	710	974
isconsin	72 276	5,003 14,830	6,941	79	1,092	1,564			
yoming	21	830	18, 643 1, 288	80 16	1,362	1,849	10	188	143
			., =	~~	112	120	• • • • • • • • • • • • • • • • • • • •	••••••	



Table 52.—Students in four-year, three-year, two-year, and one-year high schools enrolled .
in the academic course, 1917–18.

	In four-year high schools.			In three-year high schools.			In two-year high schools.			In one-year high schools.		
States.	Schools re-	Воуч.	Girls.	Schools re- porting.	Воуз.	Girls.	Schools reporting.	Boys.	Girls.	Schools re- porting.	Boy₹.	Girls.
1	_ 2	3	4	5	6	7	8	9	10	11	12	13
United States	10,043	487, 363	682,150	2,044	22,595	33,726	1,144	S, 215	12,061	37	167	22
Alabama. Arizona Arkansas California Colorado	24 81 267	6,107 1,354 3,416 29,081 6,648	8,664 1,512 4,756 37,088 8,735	41 41	490 441	83×	18 18	140 164 34	233 214 71			
Connecticut Delaware Dist . Columbia	16	6,509 714	5,483 1,008 1,981	4 N	39 78	41 92	-1	2ì	14 12	l . .		٠
Dist. Columbia Florida Georgia	. 74		3,876 7,126	107	60 1,500	108 2,603	21 1	130 6	187			
Idaho Illinois Indiana Iowa Kansas	472 596 532	3,033 27,202 21,697 16,254 13,943	4, 158 89, 264 25, 933 22, 674 14, 371	70 21 60 21	55 736 201 599 230	92 1,099 180 732 253	89 21 70 21	65 583 116 550 139	111 808 168 727 195	3	18 8 24	
KentuckyLouisianaMaineMarylandMassachusetts	. 172 .i 76	7,118 4,565 4,858 3,233 15,140	10,288 7,044 6,207 5,298 19,585	15 2 8 6 3	125 15 36 39 24	248 19 70 96 32	29 8 9 5 5	201 119 52 34 41	325 166 58 36 54	1	4	i
Michigan. Minnesota Mississippi Missouri Montana	332 108 314	21,052 13,760 3,944 15,084 2,321	26,778 20,640 5,770 21,340 3,294	11 15 48 104 15	95 98 664 1,324 89	115 189 1,046 1,864 134	96 36 12 134 16	660 209 94 994 50	976 372 121 1,490 116	i i 2	······.5	! !
Nebraska Nevada New Hampshire New Jersey New Mexico	. 19 66 129	8,902 390 2,469 14,542 1,384	12, 247 522 2, 972 15, 711 1, 727	72 2 4 9	730 24 36 122 34	1,015 24 75 166 53	47 1 8 6 4	287 7 37 59 22	446 4 67 86 40	4	5	!
New York	165	48,846 5,994 3,438 32,406 9,862	54,464 8,538 5,502 40,268 14,528	35 69 27 202 47	164	393 1,224 295 2,564 783	46 20 35 48 54	307 172 165 316 372	396 233 329 420 598	32		.'
Oregon	169 465 18 44	1,497	7,183 41,910 3,195 2,765 5,931	6 453 82 22		48 7,916 1,805 267	55 3 3 5	15 524 20 34 17	9 749 30 108 - 54	1		.l
Tennessee	. 407 37 69	19,815 4,598 2,621	27,975 5,447 8,405	45 219 1 2 80	2,580 22 24	29 28	. 2	327 240 105 128 291	432 330 144 151 430		12	
Washington	220 112 360	9,625 5,724 16,330	13,000 7,998 20,554	27 18	205	224 283	25 21 8	166	226 81	 		<u> </u>



TABLE 53.—Students in city high schools, village high schools, and rural high schools enrolled in academic course, 1917-18.

States.	In cit	y high sc	hools.	In ville	age high s	chools.	in rura high schools.			
	Schools report- ing.	Boys.	Girls.	Schools report- ing.	Boys.	Girls.	Schools report- ing	Boys.	Girls.	
1	2	3	4,	5	6	7	73	9	10	
United States	1,217	231,290	277,421	775	44,941	59,220	11,276	242,109	391, 542	
Alabama Arizona Arkansas California Colonido.	16 9 13 60	2,143 964 1,204 18,973 2,914	3, 468 1,009 1,429 23, 343 3,395	13 11	335 38 752 1,207 1,194	516 50 1,216 1,445 1,660	187 13 114 196 109	4, 259 354 2, 065 8, 901 2, 580	5, 720 453 3, 163 12, 300 3, 759	
Connecticut Delaware Dist. Columbia Florida	· ° °	4, 946 392 1,962 166	3,566 504 1,981 236	2	51	K2	51 21	1, 723 352	1,972 526	
Georgia	18	2,420	3,333	អំ	268 817	197 933	- 89 190	2, 243 3, 912	3, 438 5, 189	
Idaho. Illinois Indiana Iowa Kansas	52 42 16 17	365 12,456 6,228 1,824 3,174	501 16,177 7,739 2,496 4,192	3 30 103 29 21	265 1,530 4,552 2,356 1,520	334 2,088 5,576 2,925 1,897	104 549 495 622 451	2,541 14,535 11,182 13,247 9,618	3,548 72,906 12,982 18,445 12,730	
Kentucky Louisiana Maine Maryland Massachuseits	32 11 11 9 69	2,930 1,293 1,505 1,382 13,286	4,073 1,743 1,676 2,287 14,018	14 14 4	551 406 167	934 728 269	233 173 171 - 79 148	3,933 3,000 3,274 1,928 4,919	5, 854 4, 758 4, 390 3, 149 5, 663	
Michigan Mnnesota Mississippi Missouri Miontana	46 30 14 4 35	9,208 5,151 1,108 6,021 4394	10,856 7,362 .1,811 8,410 494	18 14 9 25 1	1,952 1,19% 280 1,529 61	2,681 1,539 453 2,095 121	430 340 145 493 113	10, 647 7, 722 3, 314 9, 857 1, 960	14,332 12,306 4,640 14,396 2,936	
Nebraska Nevada New Hampshire New Jersey New Mexico	7 13 49 4	1,605 1,164 10,904 374	1,737 1,387 10,790 511	9 2 3 19 2	1805 61 252 1,240 105	806 101 177 1,658 119	103 20 62 76 37	7,711 360 1,126 2,619 961	.11, 172 449 1, 550 3, 515 1, 190	
New York	24 14 4 94 13	35, 598 1, 506 587 17, 843 2, 194	35,364 2,262 797 21,483 3,281	51 13 2 33 32	. 2,922 509 199 2,100 2,326	3,929 891 224 2,527 3,231	552 271 224 740 330	10,935 4,930 2,998 14,793 6,200	15, 994 6, 842 5, 129 18, 942 9, 417	
Oregon Pennsylvania Rhode Island South Carolina South Dakota	756 10 13 1	2,696 21,560 2,395 622 497	3,057 27,237 2,758 1,615 811	91 91 9 .	362 4,812 302 432	5,520 432 616	165 726 11 107	2,952 12,713 328 1,825 2,885	3,740 + 17,818 - 467 2,631 4,836	
Tennessee Texas. Utah Vermont Virginia.,	9 61 8 7 20	1,159 5,791 2,120 718 3,224	1,430 12,422 2,563 801 4,714	13 45 9 5 12	407 2,047 886 364 414	672 2, 907 956 407 629	2015 553 23 70 324	4, 456 11, 797 -1, 719 I, 691 4, 428	6,419 16,976 2,101 2,376 7,079	
Washington West Virginia Wisconsin Wyoming	17 13 39 5	4, 129 2, 600 6, 263 329	5, 201 3, 618 7, 018 462	13 12 27 1	580 2,013 43	1,155 879 2,586 82	252 124 • 300 31	5,027 2,915 8,104 570	7,101 4,008 11,031 934	



Table 54.—Students in all high schools enrolled in the commercial course, 1917-18.

	1n	junior school:	hlgh s.		enior i		In r	egular i schools.	nigh	11	ı all hig	li schoo	15.
States.	Schools re- porting.	Boys.	Girls.	Schools re-	Boys.	Girls.	Schools re-	Boys.	Girls.	Schools re-	Boys.	Girls	Totak .
1	2	8	4	5	6	7	8	9	10	11	12	13	11
United States	101	3,725	5.733	208	5, 590	9.502	2.736	95, 103	158.622	2,953	104.418	173, 857	278, 275
Alaboma Arizona Arkunsas California Colorado	13	879	1.375	2 3 6 4	3 35 278 34	.59	115 41	574, 267 772 3, 808 1,066	644 556 557 6,790 1,667	19 18 23 128 45	807 4,965	616 8,720	1,218 853 1,423 13,685 2,817
Connecticut. Delaware. Dist. Columbia Florida Georgia.		107	119	2	69	81	47 6 7 8 15		5,357 226 1,206 188 281	49 6 7 8 15	195 686 92	1,206	280
Idaho Ililnoks Indiana Iewa Kansas	2	21	· 19	7	55 62 159 76 242	66 110 276 109 419	25 148 64 76 106	302 5,107 1,688 1,571 1,406	476 12.173 2.499 2.553 1.968	32 152 71 84 117	5,419 1,808 1,649	2.794 2.666	17.987
Kentucky Louisiana Maine Maryland Massachusetts	· ·	64 636	948	1 1	15 27 6 710	45	18 33 67 42 150	781	1,227 2,758 1,690	19 33 68 43 158	866 1.454 787	1,227 2,803 1,696	2,003 4,257 2,483
Michigan	. 10	259	321	20	615 359 25 54 6	616 77 99	15 83 42	1,999 160 2,491 543	3.836 180 4 ,26 8	96 16 86	2,617 185 2,545	4,773 257 4,367	7.390 442 6,912
Nebraska Newada New Hampshire New Jersey New Mexico	į	3	101	3 7	102 27 363 23	111 514	52 10 37 108	36 895 5,740	85 1,476 8,904	10 40 118	36 925 6,209	85 1,589 9,519	121 2,514 15,728
New York North Carolina North Dakota Ohio Oklahoma		24 402	29 569	5	174 34 449 114	56 758	21 32 197	474 288 5.575 1.006	547 488 8,606	21 35 212	474 316 6,426	547 573 9,1935	919 16,361
Oregon	: ::::	222	608			699	228 15	722 8,580 994 67	17,425 1,935 124	238	9,78	18,727 1,938 124	28,516 2,932 191
Tennesseo		92	121		37	43	61	1,926 438 631	2,326 559	6.	2,01 3 49 2 68	2,447 622 1,091	4.465 1.114 1.765
Washington West Virginia Wisconsin Wyoming	:	l¦ 23				120	38	594 8,414	1,03 5,23	3	67 4 3,47	1,216 5,31	8,786



TABLE 55.—Students in fully accredited, in partially accredited, and in nonaccredited high schools enrolled in the commercial course, 1917-18.

	In fu hi	illy accrec gh school	lited s.	In part hi	ially acer gh school	edited 3.		onaccredi gh school	
States.	Schools report- ing.	Boys.	Girls.	Schools report- ine.	Boys:	Girls.	Schools report- ing.	Boys.	Olds
1	2	* A	4	. 5	6	7	8	9	10
United States	2,347	98, 981	165, 834	445	2,971	4,302	161	2,466	3,72
Alabama Arizona Arkansas ulifornia 'olorado	15 15 15 86 37	559 258 754 3,725 1,043	625 559 505 6,831 1,671	3 3 4 27 2	10 12 16 215 18	17 24 28 485 16	1 2.~.4 15 6	37 1,025 39	8. 1,40
onnecticut	43 + 4 7	2,840 185 688	5,449 216 1,206	·····ż	10		6	72	10
lorida	5 11	51 304	86 271	i	5	0	3 3	41 12	100
dahollinoisndiana	· 17	284 5, 330	428 12,442	14	 89	126	15	74	.11
owa	67 64 56	1,853 1,561 1,356	2,775 2,522 2,101	2 20 48	5 88	5 144	2	ìò	
Centucky	12	336	1, 178	3	353	4:1	13	61	8
.ouisiana	28 66 40	807 1,451 768	1,184 2,786	5 2 3	59	43 17			
fassachusetts	144	11, 572	1,662 19,818	14	19 226	34 430	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • •
fichigan	99 81 16	2,690 2,549 185	5, 448 4, 704 257	20 1	. 11	133 16	·····	57	
dissour)dontana	62 33	2,431 532	4, 224 1, 132	22 10	108 27	122 50	2	6 i	· · · · · · · · · · · · · · · · · · ·
ebraska. levada. lew Hampshire. lew Jersey. lew Mexico.	29 8 38 107	762 36 913 6,080 82	1; 360 77 1, 575 9, 318 139	26 2 2 2 8 7	195 0 12 129 36	227 8 . 14 201 51	ti	35	4
Sew York	153 9 21 161 31	17, 938 367 271 6, 090 1, 065	24, 471 411 479 9, 614	10 12 6 48	78 107 22 327 34	120 136 56 307 98	11 3 16	53 9 73	34 14 13:
regon enhsylvaniathode Island	24 199 14	642 9,128 988	967 17, 494 1, 936	31 37	180 257 6	294 350 2	2 2	404	RX
outh Carolina outh Dakota	22	63 398	115 607	1	4 2	9	4	22	'n
ennessee	21 46 13	495 1,961 492	574 2, 371 622	3 11	3 38	- 48	2 6	.5 19	26 26
ermontirginia	31 14	679 501	1,071	4	24	37	11	351	10 481
VashingtonVest Virginia	69 32 114	1,581 624 3,382	3, 191 1, 164 5, 184	4 7 8	13 53 82	24 100	13	32	55



Table 56.—Students in four-year, three-year, and two-year high schools enrolled in the commercial course, 1917-18.

	In for	ir-year sel	nools.	In the	ec-year sc	hools.	In tw	o-year set	ools.
States.	Schools report- ing.	Boys.	Girls.	Schools report- ing.	Boys.	Girls.	Schools report- ing.	Boys.	Girls.
1	2	3	4	.5	6	7	8	9	10
United States	2, 801	103, 421	172,212	97	561	629	55	436	1,016
Alabama	15			2	7	13	2	я	6
Arizona		270 796 4,965 1,100	592 8,720 1,747	i	2	6	1	9	18
Connecticut	48	2,912 185	5,530 216	i 1 2	0 10	10	 	••••••	
Dist. Columbia	X	6.86 92	1,206 188			• • • • • • • • • • • • • • • • • • • •			
Georgia		-314	274	2	7	10	1 3	21	25
Idaho Illinois Indiana	69	330 5,417 1,860 1,604	512 12,563 2,791 2,576	1 2 3	2 8 13	10 5 3	3	32	81
Iowa		1,745	2,586	3	19	4	2	6	5
Kentucky Louisiana	1 . 34	558 866	1, 227	i			********	_.	
Maryland Massachusetts	42.	1,451 775 11,776	2,803 1,678 20,225	1	12 0	18 1	1	22	22
Michigan	113°	2,753 2,610	5,543 4,772	¦		'	6	11	384 r
Mississippi Missouri Montana	16 71	185 2,479 338	257	5	23	28	10	43	6]
Nebraska	61	992	1,629		.,	ŀ	ļ		
Nevada New Hampshire New Jersey New Mexico	38	36 913 6, 173 118	95 1,575 9,401 190	, 2	12	14 31	2	18	21
New York North Carolina	160	18,000	; 24,571 538	i	5	1 9	2	*	19
North Dakota Ohio	. 31	470 289 6, 207 1, 163	515 9,811 1,689	5 26	51 120 5	50 113 9	$\begin{vmatrix} 2\\ 3 \end{vmatrix}$	9	8 11 9
Oregon Pennsylvania Rhode Island	.] 219	922 9,392 988	1,264 17,861 1,936	1 16	4 186	213	3	211	653
South Carolina	. 6	67 420	124	•[[2	0			
Tennessee Texas	24 55 13	49% 1,999 492	594 2,415 622	7	17	3 32		3	5 0
Vermont Virginia	. 32		1,081						
Washington West Virginia Wisconsin Wyoming	. 79 36 123		1,210 5,309	2		.]		5 1 4	8

¹ Includes one 1-year high school enrolling 12 boys and 8 girls.



STATISTICS OF PUBLIC HIGH SCHOOLS, 1917-1918.

Table 57.—Students in city, village, and rural high schools enrolled in the commercial course, 1917-18.

	In cit	y high se	hools.	In villa	ge high s	r hools.	In rar	al lugh se	hools.
* States.	Schools report- ing.	Boys.	Girls.	Schools report- ing.	Boys.	∢iirls.	Schools report- ing.	Boys.	Girls .
, i	2	8:	4	5 .	6	7	н.	9	. 10 .
United States .	\$\$7	78,450	134,423	325	5,868	5,734	1,741	20, 100	30,6%0
Alabama Arizona Arkansas Ualifornia Colorado.	13	475 113 523 4,052 819	$\frac{142}{7,349}$	3 ; 1 ; 1 ; 6 ; 9	9 0 8 213 97	46 2 17 100 193	10 11 17 77 25	90 157 276 700 184	147 250 457 1,271 386
Connecticut	1	1,945 160 686	4,040 185 1,208		· • • • • • • • • • • • • • • • • • • •		34 5	987 35	1,517 41
Florida Georgia		199	k	3	36 57	49 44 j	6 7	56 65	139 84
Idaho	1 46 28 14 16	43 3,349 1,536 923 624	38 9,393 2,400 1,583 1,076	2 18 15 15 18	39 381 155 279 234	81 483 219 457 415	29 88 28 52 86	278 1,689 177 447 912	428 2,712 175 626 1,104
Kentucky Louisiana. Maine. Maryland. Massachusetts.	14 9	536 476 769 486 9,503	1, 188 983 1,546 -1,194 16,332	1 6 2	123 46	2 108 106	5 20 52 54 96	20 267 639 301 2,295	24 136 1,151 502 3,916
Michigan Minnesota Mississippi Missouri Montana		1,92% 1,838 80 2,089 243	4,244 3,491 146 3,649 364	13 7 3 8 1	205 118 50 131 15	218 51 215 30	72 57 9 54 38	631 661 - 55 325 301	\$89 1,074 60 503 788
Nebraska Newada New Hampshire New Jersey New Movico	5 12 47 2	348 543 4,608 8	825 1, 107 7, 269 24	9 1 2 14 2	179 7 23 355 19	253 1 35 552 26	47 (1) 203 54 14t	465 29 359 1,248 91	551 84 447 1,698 140
New York	78 5 4 66 10	17,012 306 62 4,825 852	23,043 360 160 8,092 1,188	26 5 2 16 7	434 109 44 382 91	655 97 75 521 144	59 11 32 130 37	570 59 240 1,219 229	893 90 338 1,322 375
Oregon Pennsylvania Rhode Island South Carolina South Dakota	7 124 8 4 3	406 8,235 823 63 164	604 16,146 1,673 111 232	3 43	73 778	101 1,350	47 71 7 2 20	347 776 171 4 137	1,231 265 13 221
Tennessee	5 23 3 6 10	180 1,688 314 207 767	299 2,058 434 375 1,452	2 9 5 2 2	51 180 76 33 12	23 193 82 111 46	19 31 5 24	272 150 102 414 97	290 196 106 595 160
Washington West Virginia Wisconsin Wyoming	16 7 35 4	1,090 465 2,098 53	2,093 711 3,351 155	10 7 19 1	9 122 64 467 20	234 - 109 661 - 60	60 25 70 8	414 208 906 67	940 396 1,303 96

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TABLE 58.—Students in all high schools enrolled in the technical or manual training course, 1917-18.

	In j	unior i school	hi gh s.		enior h chools.		In	regular l schools		I	n all hig	h schoo	ls.
States.	Schools ra- porting.	Boys.	Guls.	Schools re-	Boys.	Girls.	Schools re- porting.	Воу'з.	Girls.	Schools re-	Boys.	Girls,	Total.
1	2	3	4	5	6	7	8	9	10	11	12	18	11
United States	136	7, 893	1,025	106	2,999	378	1,680	76, 228	8,310	1,531	87, 120	9,713	96, 83
labama rizona. rkansas alifornia olorado.	. 1 	16 748 224	0 8 0	3	3 421	6 10	33 15 11 90 31	825 262 514 4,739 1,302	0 0 19 2,4 19 22	33 17 11 99 33	825 281 514 5,908 1,526	0 6 19 2,437 22	82 28 53 8,34 1,54
orinecticut	1 1	28 70	33	1	34,	61	4 7 11 13 19	161 1,075 127 1,256 296	74 303 7 2 23	5 7 12 13 22	195 1,075 231 1,256 378	168 303 7 2 29	36 1,37 23 1,25
lilnois ndiana owa Lansas Lantucky	. 5 . 7	217 258 135 322 278	16 20 0 89 0	4 3 5 6	70 91 121	0 6	90 84 146 51 24	8,430 1,838 2,117 1,619 659	516 36 473 488 34	94 89 154 89 26	-8,717 2,187 2,373 2,085 937	532 60 173 583 34	9, 24 2, 24 2, 5 2, 60
ouisiana. Laine	•	196 815	119	1 2 8	10 31 307	0 0 75	11 9 31 48 26	257 243 2,857 4,158 1,777	14 0 190 87	11 9 32 50 34	257 243 2,867 4,385 2,809	2 14 0 309 289	2,86 4,69 3,18
linnesota Lississippi lissouri ontana ebraska	11	600 10 70	0	11 1 1 1 3	252 20 11 24	1 2 0	68 23 42 25 80	2,477 795 2,602 630 1,224	67 5 130 2 82	80 23 43 26 84	3,320 795 2,622 651 1,318	68 5 132 2 82	3,3 8, 2,7 6 1,4
evada ew Hampshire. ew Jersey ew Mexico ew York		1.7 369	2 33	2 2 1 1	84 58 15 15	0 0	3 11 17 10 23	32 411 1,665 7,092	0 43 263 13 1,199	3 13 19 12 29	32 495 1,726 118 7,476	0 43 263 15 1,232.	1,9 1,8,7
orth Carolina orth Dakota hio klahoma regon	. 6 14 7	53 1,292 300 20	493 0 0	8 10 4 2	46 643 127 32	201 0 1	11 32 85 37 27	150 225 4, 409 1, 51 8 651	9 32 820 10 10	11 40 100 44 29	150 324 6,744 1,945 703	35 1,514 10 13	1 3 8,2 1,9
ennsylvania thode Island outh Carolina outh Dakota ennessee	4	323	81	1	125	0	54 4 6 19 26		425 0 41 6 28	58 4 6 20 26	6,425 934 135 403 609	506 0 41 6 28	6,9 1 4
exastah ermont irginia Vashington	. 6	294 299 235	0 0	5 2	132 25	0	64 8 8 11 96	278 210	237 4 65 #5 305	13	3,229 863 538 210 2,196	237 6 65 85 306	3,4 6 2 2,5
Vest Virginia Visconsin Vyoming	1 6	279 193 63	0	1 1	40 57 10	0	16	293	7 11 0		612 3, 178	7 14 9	3, 1 2



TABLE 59.—Students in fully accredited, partially accredited, and nonaccredited high schools enrolled in the technical or manual training course, 1917-18.

•	10 1001	y accredit schools.	ed high	In par	tially acci igh school	rdited s.	In nor	schools.	d high
States.	Schools report- ing.	Boys.	Girls.	Schools report- ing.	Boys.	Girls.	Schools report- ing.	Boys.	Girls.
· 1	2	3	. 4	5	6	7	8	9	10
United States	1,315	79, 896	7,759	359	3, 728	312	157	3, 496	1,6
Alabama Arizona Arkansas	28 16	717 281 311	0	2	30	0	3	48	0
hlsfornia	85 27	1,344 1,464	967 - 22	11	132	8	5 3 6	203 1,432 62	19 1,462 0
Connecticut	• 5 7	195 1,075	168 303				ļi		
'lor da. Georgia 4 daho:	5 7 11	1.175 200	0 0 5	2 3	7 46	0 2		77 35 178	7 0 24
llinoisndiana	85 83 75	8,643 2,139 1.784	498 60 135	9 1 76	74	31	5	41	
Čansas Ventucky	37 11	1,524 811	483 18	48 3	578 542 36	30 98 0	3 4 12	11 19 90	2 2 16
ouisiana laine	9	248 243	0 14	2	9	2			, , , , , , , , , , , , , , , , , , ,
assachusetts lichigan	31 49 20	2,842 4,383 2,825	0 309 284	+ 1 1	25 2 61	0 0 5		13	0
linnesota lississippi lissouri lontaya lebraska	61 14 33 21 28	3,097 496 2,480 601 681	44 5 129 2 39	2 6 5 5	30 254 54 47 590	4 0 3 0 38	17 3 5	202 45 88	20 0 0
evada	2	28 495	0 43	'n	4	0	0	47.	
ow Jersey ew Mexico ew York	19 5 28	1,726 65 7,464	263 15 1, 232	::::::::::::::::::::::::::::::::::::::	53 + 12	0			• • • • • • • • • • • • • • • • • • •
orth Caroling	1	55 4	. 0	9	90	. 9	1		
hio. kiahoma. regon.	18 73 30 20	6,456 1,749 604	1, 5, 1 7 4	15 26 7	110 286 56 99	9 8 6 6	7 1 7	27 2 140	.2 •0
ennsylvania hode Island	41	6,398 934	477 0	17	27	29			• • • • • • • • • • • • • • • • • • •
outh Carolina outh Dakota ennessee	. 3 11 14	86 311 433	0 6 22	1 5	. • 16 3 68	0	2 8 7	33 89 108	41 0 6
exastah	- 48 12	2,813 785	209	6 2	94 78	n 0	12	3,000	28
ermont. irginia. ashington.	12 6 82	495 171 2,037	65 . 85 300	1 6	17 64	0	2 4 13	43 22 95	0 0 6
est Virginia Isconsiii yoming	11 81 9	3, 074 221	7 .5 0 .	6 7	42 88	υ 9		16	

TABLE 60.—Students in four-year, three-year, and two-year high schools enrolled in the technical or manual training course, 1917-18.

	In four-y	ear high	schooks.	In three-	year high	achooks.	In two-y	rear high	schools.
States.	Schools report- ing.	Воуз.	Girls.	Schools report- ing.	Boys.	Girls.	Schools report- ing.	Boys.	Girls.
1	2	. 8	4	5	6	7	7 8	9	10
United States	1,732	86.199	9,602	68	642	61	31	279	50
Alabama. Arizona. Arkansas Alifornia.	29 17 9 99 33	772 281 471 5,908 1,526	0 6 19 2,437 22	1 1	44 25	0	. 2	9 18	0
Connecticut Dist, Columbia Peorgia Jeorgia	5 7 11 10	195 1,075 223 1,215 351	168 303 7 2	3 2	41	0 12	1	8	0
llinois ndiana lowa Kansas Kansas	93 87 136 87 22	8,712 2,173 2,229 2,078 913	532 60 169 583 18	1	5 10 82 7 22	0 0 4 0 16	1 5	62 2	0
Louisiana Maine Maryland Massachusetts Michigan	11 9 32 50 31	257 243 2,867 4,355 2,858	2 14 0 309 289				3	41	
Minnesota Mississippi Missouri Montana Nebraska	79 21 40 28 81	3,321 756 2,610 651 1,293	68 5 132 2 82	1	9 39 25	0	3	12	\
Nevada New Hampshire New Jersey New Mexico New York	3 13 19 10 29	32 495 1,726 103 7,476	0 43 263 15 1,232	2	15	0			
North Carolina North Dakota Ohio Oklahoma. Oregon	. 36 88	141 307 6,670 1,933 703	33 1,512 10 13	10	16 67 12	0	1 1 2	5 1 7	7
Pennsylvania Rhode Island South Carolina South Dakota Tennesses	57 4 3 19 22	6, 425 934 86 400 527	505 0 0 6 28	2	0 49 82	0	.! 13	0 3	4
Texas. Utah. Vermout. Virginia. Washington.	. 60 13 13 11 11	3, 178 833 505 210 2, 151	65				1	30 33 26	
West Virginia Wisconsin Wyoming	16 89 9	802 3,178 221	· 7		10	0			

¹ This school offers only a one-year course.



TABLE 61.—Students in city, village, and rural high schools enrolled in technical or manual training courses, 1917–18,

	LI (1)	ty high sc	noois.	in Villa	ige high s	chools.	In ru	ral high so	hools.
States.	Schools report- ing.		Girls.	Schools report- ing.	Boys.	Girls.	Schools report- ing.	Boys.	Girl
1	2	8	4	5 -	6 .	7	8	9	10
United States	520	63,016	7,738	152	4,484	278	1,159	19.620	. 1,
Alabama Arizona Arkansas	4	132 163 24 9	0 6] 1	26 25	0	27 9 6	667 118	
California	32 11	4,738 1,183	1,662	i 8	17 157	188	66 14	· 1,153 186	•
Connecticut Dist. Columbia Florida	3 7	148 1,075	168 303	1	8.1		2	47	
Idaho	3	1,003	0	1	45 5	. 0	11 8 21	223 208 373	-
Illinois Indiana Iowa Kansas Kentucky	35 18 11 10 15	7,032 1,315 719 898 837	415 27 28 433 34	10 15 9 12	207 260 371 285	3 3 24 49	49 56 134 67	1,478 612 1,283 902 74	T ₁
Louisana Maine Maryland Massachuseus Michigan	1 1 4 30 19	59 117 1,609 3,960 2,474	0 0 0 395	3	77 13	0	7 7 28 20	121 111 1,258 425 425	
Minnesota Mississippi Missouri Montana	22 ¹ 6 ¹ 16 ¹	2, 247 172 2, 261	1 0 46	1	47	0	58 16 26 ;	1,082 576 354	•
Nevada	3	202 196	35	6 !	145	0	23 75	449 977	
New Hampshire	13	393 L 1,450	43 247	1	29 35	0 0	3 5	32 73 241	7
New York	20	7,199	1,232	4	158		12	118 119	
North Carolina North Dakota Ohio Oklahoma	2 1 45	5,969 1,024	1,432	1	10 118 493	0	8 39 31	80 321 657	
OregonPennsylvania	37	6,150	332	1	88	3	25 18	428 284	
Rhode Island South Carolina South Dakota	3 2	869 62 87	41	2;	50 55	0	20 1 1	225 65°	L., 1
Two nessee	. 6	231	0	3	103	3	- 15	213 366	,
Texas Utah Vermont Virginia Washington	35 4 - 5 - 4 12	2,599 294 289 128 904	237 2 65 85 276	10 5	243 330 104 311	0	21 8 7 80	387 259 165 82 981	
West Virginia Wlaconsin Wyoming	29 2	488 1,652 75	0	16 16	20 594 18	0 2 0	44	104 932 128	



TABLE 62.—Students in all high schools enrolled in the teacher-training course, 1917-18.

		unior i chook			nior h chooks.		lnr	egular l schools.	high	Ir	all hig	h schoo	ls.
States.	Schools re-	Воуя.	Ofris.	Schools re- porting.	Boys.	Girls	Behools re- porting.	Boys.	Oirls.	Schools reporting.	Boys.	Girls.	Total.
1	2	8	4	5	6	7	8	9	10	11	12	18	14
United States.	14	176	372	95	164	1,754	1, 128	2,717	21,493	1,225	3,057	23,618	26, 67
labama .rkansas alifornia olorado ennecticut	1	• • • • • •		-	0	60	15 28 8 5	10 25 209 10 0	69 166 754 212 397	15 29 8 5	10 25 209 10 0	69 166 854 212 397	70 19 1,06 22 39
Plaware				13	0		2 4 5 2 48	0 16 98 2 260	14 67 25 22 1,356	5 5 2 51	0 16 98 2 261	14 116 25 22 1,380	
ndiana	1 1	154	149	9 17	2 48	163	6	30 88 450 6	116 2,505 3,362 58 116	7 123 -212 8 2	184 90 499 6	265 2,668 3,711 58 116	44 2,75 4,21 6
faine faryland fassachusetts fichigan finnesota	. 3	O	95	1 1 2 17	0° 0 4 5	70	15 11		298- 24 1,640 114 644	16 13	204 0 74 15	310 24 1,710 152 1,037	51 2 1,78 16 1,04
dississippi dissouri dontana Nebraska New Hampshire.				2	14	278	. 13.	54 120 4 363 39	113 1,314 199 2,037	85 13 146 1	54 121 4 377 39	113 1,360 199 2,321 30	1,46 1,46 20 2,66
New Jersey New Mexico New York North Carolina North Dakota	4	0	20		5 0 65	31	47	49 2 67 6 60	1, 109 6 813 30 375	7	54 67 67 125	1, 184 6 844 30 445	i T
Ohio Oklahoma Oregon Pennsylvania Rhode Island				. 1 6 1	0 19 0	84	34	119 35 11 87 0	968 445	53 15	54	170 526 1,009 445 8	1,00
South Carolina South Dakota Pannassee Taxas	i	20		3		14	3 7 15 18 1	7 2 50 50	52 131	16 18		171 107	2
Vermont. Virginia. Washington. West Virginia. Wisconsin. Wyoming.	,			1 1	0	20 17	. 16 2	17 28	196 15 172 656	16 2 15 25	17 28	196 15 192 673	2 2 7



TABLE 63.—Students in fully accredited, partially accredited, and nonaccredited high schools enrolled in the teacher-training course, 1917-18.

	Fully	accredited schools.	d high	Partiall	y accredi schools.	ted high	None	ccredited	l high
States.	Schools report- ing.	Boys.	Girls.	Schools report- ing.	Boys.	Girls.	Schools report- ing.	Boys.	Girls.
1	. 2	8	4	5	6	7	8	9	10
United States	833	2, 224	19,942	330	715	3, 24	62	118	41
labama. irkansas alifornia* olorado onnecticut	3 7 24 7 5	10 5 183 10 0	68 112 808 210 397	3	9	19	1 5 1	0 11 23 0	3
Delaware Florida Georgia daho	3 4 1 46	7 21 2 259	NO 25 14	2 1 1	0) 9 77	14 7 0	1	0	2
ndiana	- 1	184 85 222 0	1,350 265 2,655 2,033 12 112	5 135 3	2 3 271 4 2	30 13 1,644 27	1 6 4	2 6 2	3 1
faine fary land lassuchusetts lichigan linnesota	8 2 16 12 77	200 0 74 14 9	264 24 1,710 150 1,017	1	4	16	1	0	
lassissippl	7 80 10 55	105 4 135 39	100 1,316 184 1,233 30	1 5 3 85	10 16 0 220	13 44 15 1,009	8	22\	7
ew Jersey ow Mexico ew York orth Carolina orth Dakota	11 1 49	54 2 67	1,184 3 842 230	1 1 7 19	0 0 6 20	3 2 30 140	10	4	7!
hiokiahomaregonennsylvaniahode Island.	15 38 23 14 1	100 522 2 87 0	153 514 896 439	5 29	19	17	2 1 1	2 0	i:
outh Carolina outh Dakota ennessee exas	1 6 10 6	0 2 39 21 0	14 58 128 47	2 2 2 4	0 15 13	10 7 20	2 1 4 8	7 1 16 16	12 3 36
ermont irginia /ashington /est Virginia /iscox.sin	12 12 1 13 25	14 24 15 28	113 176 13 185 673	2	0	14 7	2	6 0	
yoming	5	4	28						



TABLE 64.—Students in four-year, three-year, and two-year high schools enrolled in teacher training courses, 1917-18.

September Sept		In fou	r-year sch	iools.	In the	ee-year sc	hoois.		o-year set	iools.
United States. 1,191 2,986 23,462 27 44 113 7 17 labama	States.	report-	Boys.	Girls.	report-	Boys.	Girls.	Schools report-	Воух.	Girls.
Sabama	1	2	8	4	5	6	7	*	9 ,	10
Transas	United States	1, 191	2,996	23,462	27	44	113	7	17	. 4
alifornia. 29 209 854	labama								:	
Olorado	rkansas				2	7	11	• • • • • • • • •		
Pelaysire	niorado									
	onnecticut							۱		
Toryian 5	alaman .	2		1.1	į i			'		
	Torida							i		
Adho	eofgla	5	98	25	ļi					
Description Continue Contin	Mh o				···········	• • • • • • • • • • • • • • • • • • • •				• • • • • • •
120 88 2,663 2 2 3 1 0	iinois	- 50	261	1,373	1 1	· O	1 '			
120 88 2,663 2 2 3 1 0	ndiana				[! !			
Centucky	owa			2,663	2	2	3	1	. 0	
Second Second	ansas				[l			
Saine	ouisiana					•••••			• • • • • • • • • • • • • • • • • • • •	
Contain Cont		_ i	~						: .	
Tassachusetta 16	laine				1			1	1	
Inchesots	Engachusetta			1,710					· · · · · · · · · · · · · · · · · · ·	
Section Sect	Cichigan	13	1.5			• • • • • • • • •				
Lissour	linnesota	78	. 9	1,037	• • • • • • • • • • • • • • • • • • • •	• • • • • • • •				
Lissour	fisalssippi	7							1 .	
Tebrasks	fissouri	84		1,352	1	6	. 8			• • • • • • •
New Hampshire	Iontana						10			:
New Jersey	lew Hampshire			30	ļ	· · · · · · · · · · · · · · · · · · ·				•••••
I	-		*		' '	1	İ			4
North Dakots	lew Jersey							· · · · · · · · · · · · · · · · · · ·	• · · · · · · · · · · · · · · · · · · ·	
Corth Dakota	lew York				1	0	2			i
Corth Dakota	orth Carolina	6	6	29	l		[<u>-</u> -	1	0	1
Delahoma 39 52 523	orth Dakota	51	123	438	2	2	7		•	;•
Delahoma 39 52 523	hio	17	118	161	3	1	9			
Pennsylvania	klahoma	39	52	523			ļ <u>.</u> .	1	. 2	1
Couth Carolina 2 7 21 1 0 5	Pegon				1	0	2		• • • • • • • • • • • • • • • • • • • •	
Outh Carolina 2 7 21 1 0 5	Rhode Island									1
Outh Dakota 9 3 71 1 0 9 1 10 Pennessee		ĺ	_		I .			1	1	!
Pennessee	louth Carolina	2			1 1	U	a		• • • • • • • • •	
Texts 12 42 78 6 8 29	Cennessee	14	60	148		0		i	10	1
Vermont 12 14 113 </td <td>Pexas</td> <td>12</td> <td></td> <td></td> <td>6</td> <td>8</td> <td>29</td> <td></td> <td></td> <td></td>	Pexas	12			6	8	29			
/Irginia 15 24 196 1 6 0 Washington 2 0 15 1 0	tan	1	0	30			1			
/Irginia 15 24 196 1 6 0 Washington 2 0 15 1 0	ermont		14							
West Virginia 14 15 190 1 2 2 West Virginia 25 28 673 Wycoming 5 4 28	/irginia	15	24		1	6	0			
Wisconsin 25 23 673						!*******	••••••		• • • • • • • • •	
Wyoming 5 4 28			28	673	l				. 	
				1	1		1	1		<u> </u>



Table 65.—Students in city, village, and rural high schools enrolled in teacher-training courses, 1917-18.

	In cit	y high sc	hools.	In viii	age high s	chools.	In nur	al high sc	hools.
States.	Schools report- ing.	Boys.	Girls.	Schools report- ing.	Boys.	Girls.	Schools report- ing.	Boys.	Girls.
<u>i</u>	2	8	4	5	6	7	8	9	10
United States	205	9.80	9,781	154	279	2,714	866	1,789	11, 123
Alabama Arkansas California Colorado. Connecticut	2 5 11 3 2	0 1 132 2 0	55 73 651 120 361	1 2 4	0 4 46	8 32 8	1 8 14 5	10 20 31 8	61 195 92
Delaware Plorida. Georgia. Idaho.	1	o '	10	· · · · · · · · · · · · · · · · · ·	••••••		1 5 5	0 15 98	116 25
Illinois	18	222	943	4	. 2	22 46	29	39	391
Indiana Iowa Kausas Kentucky Louisiana	3 10 16 2 1	165 . 0 . 5 . 0	223 417 508 17 112	1 25 18	10 10 84	30 620 434	3 88 178 6	9 80 410 6	1,631 2,769
Maine Maryland Massachusetts Michigan Minnesota	2 1 13 4 16	196 0 32 6	221 16 1,583 78 383	7 1 3 3 3	8 0 42 0	89 8 127 38	6	9	36
Mississippi Missouri		·····i				94	54 ! 8 ;	54	560 113
Montana Nebraska New Hampshire	5	7 39	201	14 13 8	11 4	199 199 197	59 135	366	- 82 9
Vew Jersey	7	42	30 . 1,124 .				4	12	60
New York	11	i	422	6	4	78	33	62	344
North Dakota	2	2	49	10	2 ļ	9	50	121	30 387
Obio. Oklahoma. Oregon Cennsylvania. Chode Island	7 10 9 10 1	78 7 2 31 0	85 198 757 381 8	12 2 2	27 9	12 181 31 33	12 18 42 3	41 20 9 55	73 147 221 31
outh Carolina	. 1	0 0	14 15 48 30	1 1 1 2	7 0 6 5	7 12 10 10	1- 7 15 12	0 3	5 44 161 51
ermont	3 3	0	34 82	1 ;	0	8	s	14	71
Vashington Vest Virginia Visconsin Vyoming	1 8 1	0 3 0	20 179 3 .	1 4	0	121	13 13 16	26 0 17 25	114 15 163 873 25



Table 66.—Students in all high schools enrolled in agricultural courses, 1917-18.

•	In	junior l schools	nigh i.		enior h chools		In 1	regular i schools	high	It	all hig	h school	s.
States.	Schools re-	Boys.	Girls.	Schools reporting.	Воув.	Girls.	Schools re- porting.	Воуз.	GILIS.	Schools re- porting.	Воуя.	Girls.	Total.
1	2	8	4	5	. 6	7	8	9	10	11	12	18	14
United States	73	1,069	401	97	1,297	1,00%	1,897	24, 559	10,394	2,012	26,925	11.803	35,72
ljabama irisona irkansas California Colorado	2	9 41 23	10 14 0	2 2	42 31	392	35 12 28 32 10	861 85 395 547 110	569 15 117 234 37	35 12 29 34 12	851 85 404 630 164	569 15 127 640 43	1,43 10 53 1,27 20
Connecticut Delaware Florida Georgia daho	i i	3 8	6 0		8	0	3 3 7 22 16	73 29 67 603 268	10 12 41 145 12	3 3 7 23 17	73 29 67 606 284	10 12 41 151 12	16 75 28
llinoisodianaowa Kansas Kentucky	6 3 3	67 27	16 0 21 10 0	5 7	27 45 93 - 54 10	0 0 95 97 0	55 113 124 133 37		1,043		1,186 -1,276 -1,075 -1,348 -430	101 185 1,159 1,293 27	1, 2; 1, 40 2, 2; 2, 6; 4.
Louisiana Maine Maryland Massachusetts Michigan			38	1 1 1 9	16 0 147	23	18	175 201 405	17 51 20	12 12 19	217 405		5 1 2 4 1,6
Minnesota Mississippl Missouri Montana Nebraska		264	80	14 2 1	226 3' 10 41	42	209 21	1,487 1,528 227	214 1,774 69	211 22	1,487 1,567 244	1,816	1,7 1,7 3,3
Nevada New Hampshire. New Jersey New Mexico New York			 	1	12	0 2	3	170 26 54	50	20	247 34 87	21 1 70	1 1,0
North Carolina. North Dakota. Ohio Oriahoma Oregon		63 4 76 4 92	38	3 6	86	66	127	1, 285	106 806 376	31 3 134 3 68	218 4 1,451	140 904 462	2.3
Pennsylvania South Carolina. South Dakota Tennessee Texas		2 45	2	3 2	2	14		15- 7 144 8 55	9 3 7 3 27	1 11 8 3 5	9 154 7 148 1 62	97 3 78 3 313	1,
Utah		3 80 4 53 2 16	4.		4	3 (1 43 4 46	7 1 4 21 2 3	2 1	8 343 1 43- 6 49	12 1 210 1 38	1 .
Wisconsin Wyoming		3 21	ı	8 1		5	7 7	6 1,76 7 8	6 24		9 1,79	2 262 9 28	



TABLE 67.—Students in fully accredited, partially accredited, and nonaccredited high schools enrolled in agricultural courses, 1917-18.

Sana	In fu	illy accre	dited its.		tially acc igh schoo		In 1	ionacered	ited ls.
States.	Pehoois report- ing.	Boys.	Girls.	Schools report- ing.	Boys.	Girls.	Schools report- ing.	Boys.	Girls.
1	2	3 .	4	5	6	7	8	9	10
United States	1.098	18,778	6,648	615	5, 356	3, 534	299	2, 791	1,621
Alabama	24 11	759 79	436	9	56	114	2	16	21
Arkansas	1	143	15 51	11	- 6 70	0 42	[
California Colorado.	26	* 560	63.3	7	68	12	. 9	191	34
i	* i	115	26	• • • • • • • • • • • • • • • • • • • •		ļ	4	49	17
Connecticus	3.	73	10			l .			
Delaware	3	29 14	12	• • • • • • • • • • • • • • • • • • • •		[,			• • • • • • • • • • • • • • • • • • •
Georgia.	6	291	6 6	9	22 240	18	4 1	31	17
Idaho	7	137	ŏ			68	10	75 147	77 12
Illinois	46	1,113	65	11					12
I Ddiana	111	1,230	179	5	73 26	36 6	3	20	•••••
Iowa	64 37	663	758	65	403	396	2	70	- 5
Kentuck y	31	467 36	574 17	86 16	746 258	607	17	135	112
Jouisiana				- 1		5	20	136	5
M8100	20 11	376 173	13	16	169	16	1	16	9
Marviand	4	52	3	1 8	165	48		·····	· · · · · · iv/
Massachusetts Michigan	18	375	42	1	30	"î l			••••
1	46	1,040	398	17	98	68	2	22	2
Minufesota	62	1, 273	297	- 1	6	0	1.		
Mississippi	29	1,131	91	7	251	15	15	150	63 108
Montana.	85	847 207	841	95 1	567	748	31	153	227
Vebraska	16	143	146	6 25	37 183	34 277	11 -	81	
Vevada	1	10-					''i	81	85
New Hammahire	19	245	21	·····i†	2		· · · · · · · : ¦:		
New Jersey	41	34	1 .			0	······al·		
Vew Mexico	51	36 826	32 124	5 [51	38			
	٠. ا	040	124	5	57	8 j.			
orth Carolina orth Dakota	٠٠٠٠			21	228	55			
MIO	78	123	57 600	55	31 387	40	12	64	43
klahome	33 1	635	328	5	30	293 23	30	10	.11
regon	1	. 7	Ó	. 3	24	13	30	206	111
ennsylvania	11	164	2	19	145				200k
outh Carolina	2	20	7	io	91	119	11 7	302 43	
outh Dakota	5 25	138 410	69	.14	8	3	- i I	2	65
exas	38	511	128 219	16	131 358	78	10	81	107
tah	,,				- [200	34	31 1	335
ermont	12 12	562 242	10	4	193	24 .			·····
irginia	16	232	38		45	27	28	101	2
ashington	27	444	29	i	15	0	. 8	157	145
7	11	133	55	6	37	16			
isconsin	. أ ذ ة	1,531	232	10	117	30		-144	
yoming	7	89	28			~	- t	1499	. 0



Table 68.—Students in four-year, three-year, two-year, and one-year high schools enrolled in agricultural courses, 1917-18.

1	In four-	cat high s	chools.	In three-	year high	schools.	In two-y	ear high	schools.
States.	Schools report- ing.	Boys.	Girls.	Schools report- ing.	Boys.	Girls.	Schools report- ing.	Boys.	Girls.
	. 9	8	4 ,	5	6	7	8	9	10
			_	- Ì					
United States	1,653	24,612	9,630	217	1,414	1,426	142	899	
lal-ama	27	827	499	6	32	65	2	. 2	5
rizonarkansas	· 12	85 304	15 72	······	5N	35	5	42	20
alifornia	34	630	640			•••••			
olorado	12	164	43		٠٠٠٠٠٠	· • • • • • • • • • • • • • • • • • • •		•••••	
onnecticut	3	73	10						
elawarer		29 63	12 24		3		1	1	3
lorida	18	545	91	5	61	l no			
labo	14	262	2	1	4	4	1 12	14	. 6
linois	56	1,173	N5 ¹				1 1	13	16
kliana	113	1,248	179	3		63			. 6 61
wa	109	953 1,322	1,035	13 3	18	13		8	5
entuck y			27	3	24	0	3	16	. 0
ouisiana	35	551	. 16	 		ļ	2	10	0
laine	. 11	173	13	!		1 0	'		
larviend	. 11	209 405	51	1				· • • • • • • • • • • • • • • • • • • •	
lassachusetts Ichigan	58	1, 122					7	38	23
•	77	1,419	351	1	10	1 0		i.,	4
Innecota	.: 37	1.386	138	4	94	58	00		18
Lisouri	. 112	1,032	1,0%	39	199	314	. 00		
lontanalebraska	. 21 46	360	476	6	47	32			
		٠,,	0	ļ.		1	1	ļ	• •
levada	. 19	16 245	21			1	1	2	, 0
lew Jersev	.1 4	34	1 63	• • • • • • • •	.!		· · · · · · · · · · · · · · · · · · ·		· ····································
lew Mexico lew York	. 53		132				.] 3		! (
	1	i		į,	3	. 6	ļ	1	
North Carolina North Dakota			115	3			1		
Ohio	105	1,294	£ 745	26				39	
)klahoma)regon	. 57	X21 31	417			.			
-	1	i	ł		94	. 99		4	1 :
Pennsylvania Pouth Carolina	. 24				1 85	37	1		
Youth Dakota	.] 6	140	75	1	- 8			12	
Pennossee Pexas	42			39					
L WARS			i	1			J.	18	
Utah Vermont	: :		24 12				. 4	73	1 (
Virginia	39	377	138	10					
Washington	31								1 0
West Virginia		i	1	1	1.	1 .		18	
Wisconsin		1,774	232			1	1		, ,

¹ These schools include one 1-year high school in which there were enrolled 12 boys and 6 girls.



STATISTICS OF PUBLIC HIGH SCHOOLS, 1917-1918.

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Table 69.—Students in city, village, and rural high schools enrolled in agricultural courses, 1917-18.

	n cii الـــــــــــــــــــــــــــــــــــ	ty high sc	hools.	In vill	age high :	schools.	In rur	al high sc	hools.
States.	Schools' report- ing.	Boys.	Girls.	Schools report- ing.	Boys.	Girls.	Schools report- ing.	Boys.	Girls.
1	2	8	4	5	*6	7	ж.	9	10
United States.	166	3, 413	1,614	122,	2,174	1,161	1,724	20,938	9,02
AlabamaArizona	· 2 3	15	19				333	i	550
Arkansas	J .	45	15		62		9 .	40	~~~
California	13	307	488	3	15	32 126	25 · 18 .	342 (96
Colorado	. 1	22	6	3	28	i	s i	114	26
onnecticut	1;	12	0				ا روا	. 61	
Delaware	' 1	3		. 1	16	6	$\sim -\frac{2}{2}$	13	10
leorgia	·	3	14				6	64	27
daho				1	16	0	23 16	606 268	151 12
Ilinois	13	505	23	2.	12	0		i i	
ndiana:	8 7	165	46	16	197	2	42 95	669 914	78
owa. Kansas	3	99 58	106 68	8 12	133	165	116	843	888
Contucky	5	34	2		145	182	125	1,145 396	1,043 25
ouisiana	1	.	ł	1				380	23
(aine					• • • • • • • • • • • • • • • • • • • •		37 12	561	16
faryland							12	175 217	17 51
(ichigan	10 15	239 431	15 162	6	151		9	166	28
•	l.	- 1	1	0 1	131 7	15	44	578	291
(innesota	13	432 106	35 67	6	120	92	59	877	233
LISSOUT)	8	108	128	7	59	76	39 -	1,381	147
iontana. Jebraska.	1	11	7		. .		21	1,400 233	1,612
	. 1	., i	٥.	4	50	46	47	351	462
evada ew Hampshire							1	16	0
ow Jerseyi	····· <u>···</u> · ·	22		·······			20	247	21
ew Maxico	·····						2 9	12 87	1 70
ew York	6	113	67	4	78	0 }	. 46	692	65
orth Carolina						• •	, 21	228	
orth Dakota	·····ii·	262		1	30	5	30	218	55 125
klahoma	5	. 98	126 12	3 7	60 154	170	120	1,129	764
regon						,	56	621 31	271
ennsylvenia	- 1 l	0	. 1	1	69	- ,	. 4	1	
outh Carolina	. 1	13	41	1	7	17	36 17	542 134	122 40
ennessee	. 2	19 25	0	2	109	68	3	20	10
exas	12	288	121	8	103	27 59	46 90	546 900	286
tah	2	35	0				1		608
GTILLOUI				•	226	U	10	394	. 24
irginia.	1	1	11	1	6	12	49	313 427	12 187
est Virginia	3	71	15	3	73	4	30	347	19
	- 1	1	- 1	•!		••••••	16	167	62
yoming	7 2	262 _ 25	. 3	7 ;	· 234	43	65	1,296	212
	-	• 20	· 3	•••••		• • • • • • • •	5	64	25



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TABLE 70.—Students in all high schools enrolled in home economics courses, 1917-18.

		unior l schools		In se	enior h choois.	igh	In i	egular schools	high	ln	all hig	h school	8.
States.	Schools re- porting.	Boys.	Girls.	Schools reporting.	Boys.	Girls.	Schools reporting.	Boys.	Gtris.	Schools re- porting.	Boys.	Girls.	Total.
1	2	8	4	5	6.	7	8	9	10	11	12	18	14
United States	161	73	7,505	159	29	4, 307	2,667	1.214	88,859	2,865	1,316	100,671	
Alabams Arizona Arkansas California Colorado	1 1 10	0 0 21	15 70 358 298	1 2 2 3	0 0	7 64 96 - 55	45 9 40 64 24	5 0 13 225 3	1,838 415 1,390 2,876 1,368	45 10 42 74 32	5 0 13 246 3	1,838 437 1,524 3,360 1,719	1,84 43 1,53 3,66 1,72
Connecticut Delaware Dist. Columbia Florida Georgia			118	1 2	0		3 2 7 26 44	8 0 0 0 44	95 58 627 756 1,674	3 2 7 27 46	8 0 0 0 44	95 58 627 925 1,749	16 62 95 1,76
Idaho	3 4 6	7 0 0 0		5	0 0 0 0	114	25 98 165 176 136	21 0 55 110	572 3,753 3,086 3,393 2,500	28 104 171 185 145	9 21 0 55 110	681 4,204 3,504 3,630 3,425	4,2 3,5 3,6 3,5
Kentucky Louisiana Maine Maryland Massachusetts	3		415			90	48 119 12 18 42	0	1,159	12	0 0 0 0 0 18	1,900 3,726 179 1,159 2,348	1,9 3,7 1 1,1 2,3
Michigan Minnesota Mississippi Missouri Montana	10	10 12	683 550	. 1	7 0 0 0 0	24	108 51 80	202	3,491 2,383 3,280	124 52 81	29 214 3 0	2,840 4,572 2,469 3,328 995	2,8 4,7 2,4 3,3
Nebraska New Hampshire. New Jersey New Mexico	6	0	RN	6 2	0	110	39	22	50 83.7 332	1 44	10 0 0 22 0	1,013 394	1,6
New York North Carolina. North Dakota Ohio Oklahoma		10	67 766	3 4 7 10 3 10	0	93	48 48 137	32	1,569 2 501 3 4,897 3 2,719	3 48 59 149	21 344 0	1,568 661 6,102	2.1 1,6,3,
Oregon Pennsylvania Rhode Island South Carolina.	2	0	64	i		189	82	6/ 3 (1,200	7 6 5 3 •18	69	4,321 533 524	4,
Tennessee Texas Utab Vermont Virginia		l, (11: 31: 32: 31:	5 ' 6 9	3 2	26	3 74 131	2		7 137 0 20 2 29	22	7,245 1,405 1,062	1, 1,
Washington West Virginia Wisconsin Wyoming			1	5 \ 1 3 !	1 6	2 2 4 0 7 0 2	5 10	2 1	0 3,28 1 94 0 4,94 0 26	9 31 0 141	11	3,361 1,294 5,314 374	1 1,



Table 71.—Students in fully accredited, partially accredited, and nonaccredited high schoolsenrolled in home-economics courses, 1917-18.

	!In	fully accre high school	dited ols.	In par	tially acc igh school	redited ls.	In n	onaccred! gh school	ted s:
States.	Schools report- ing.	Boys.	Girts.	Schools report- ing.	Boys.	Girls.	Schools report- lng.	Boys.	Girls.
i :	2	8	4	ß	6	7	8	9	10
United States	1,916	1,081	82,736	636	160	- 10,985	313		e, 950
AlabamaArizona.	36 8	. 3	1,616	4 2	2 0	74	5	0	148
Arkausas California	17	0	945	13	3	32 174	12	10	
Colorado.	58 25	240	3, 040 1, 560	13	6	236	3 7	0	405 84
Connecticut	3	8*	95				7	0	159
Delaware	2 7	0	58		• • • • • • • • •		<u>.</u>		
Dist. Columbia Florida	7 14	0	627		· · · · · · · · · · · · · · · · · · ·				•••••
Georgia	21	ő	618 1,184	5 16	30	47 406		0	260 159
Idaho. Illinois.	17	. 2	403				11	7	
Indiana	. 161	3 0	4, 084 3, 374	9 5	18	120			278
Iowa	98	38	2,798		0 i	45 808	5 3 .	0	85
Kansas	41	95	1,868	34	10	1,453	เก	. 5	24 104
Kentucky. Louisiana	16 87	. 0	1, 193	- 15	0	333	21	0	. 374
MISIDA .	12	6!	2, 998 179	31	0 :	623	1 1	- 0	106
Maryland Massachusetts	10 43	0 18	925 2,348	8	0,	234		· · · · · • • • • • • • • • • • • • • •	••••••
4		i			•••••;	•••••		•••••	• • • • • • • • • • • • • • • • • • • •
Michigan Minnesota	40 93	29 J 214	2,636 3,995	6 3	0	179	2	0	26
Mississippi Missouri	38	3 !	1,823	9	0 ;	84 471	28	0	493
Montana.	62 28	0 1	3, 013 906	· 11	0	148	8	ő¦	175 167
Nebraska	31	0	802			1	• • • • • • • • • • • • • • • • • • • •	······	• • • • • • • •
Nevada. New Hampshire	3	.0	46	52	6 0 :	984	10	4	148
New Jersey	- 40 11	22	966 394	4	ő .	47		· · • · · · • • ļ.	• • • • • • • •
New Mexico	**	0	225	6	•••••	79	••••••		
New York	57	2	2,274	2	0			1	**
North Carolina	7	0 !	511	40	ő	1,048		0	····i
Jn10i	105	15- 304	355 5, 448	18 44	40	1X3 654	16		123
Kianoma	49	. 0	2, 463	12	ő	197	43		717
Pennsylvania	24 67	0.1	1, 220	15	. 0	236		: 1	•
shode Island	8	47	3, 805 533	7	22	95	11	0	421
louth Carolina	17	0	159	10	7	175			190
-1	1	0	670	1	. 0	24	13	ŏ	219
ennessee.	45 - 92	21 0	2, 111	21	0	345	15	5	378
78D	16	0	5,575 1,263	22	0	431 142	23	22	1, 239
ermont	24	2	972 761				5	<u>o</u>]	90
7ashington	83	0			0	66	18	8	157
Vest Virginia. Visconsin	17	11	3, 155 1, 031	6	0	50 253	17	0	147
V yoming	123	0	4, 979 337	14	ő	268	4	0	67
				-	٧	37			· · • • • •



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Table 72.—Students in four-year, three-year, two-year, and one-year high schools enrolled in home economics courses, 1917-18.

	j	In four	r-year sci	nools.	In thre	e-year sel	nools.	In tw	o-year seb	
States.		Schools report- ing.	Boys.	Girls.	Schools report- ing.	Boys.	Girls.	Schools report- ing.	Boys.	Girls.
	'	2	. 3	4	 5	G	;	. 8	9	10
-	-	-	<u></u>			'				
United Sta	tes	2,646	1,235	97, 570	117	- 81	2. 127	!		974
Alabama		- 38 10	3 · 0	1,685 137	3	2	124	J		
Arizona		28	13	1,283	9	0		1 . 5	0	. 66
California		71 32	240	3,360 1,719	:		'			·
Colorado		! :		l .						
Connecticut		3	8	95	'					
Delaware Dist. Columbia	B	7	` 0	627			g			2
Florida		22	10	1,606	2 9	34			.,	1
Georgia		i		1	1	0	12	· 2	0	20
Idaho Illinois		25	9 21	649 4, 197	1 1	0	i 7	1		
Indiana		165	0	3, 155	3 15		22		0	
lowa Kansas		163	50 110	3, 413	3	ŏ	21	ļi		.¦
٠ .		i	Ď	1.784	5	1 0	93		t o	
Kentucky Louisiana	• • • • •	45 115	. 0			J	.!	7		1 8
Maine		12	j 0		1			 	1	
Maryland Massachusetts	 .	17	0 18			.ļ ,				<u>.</u>
			;: ↓ · 20	2,765	1	i	1 .	.!	ıl o	7
Michigan Minnesota	• • • • •	123	214	4,564	i N 1			S	·	.¦
Missasippi Missouri		48 74	3		$\frac{4}{3}$		i 173		i	1
Missouri		37	j j			.}				
•		1	16	1,889		į (1 4	5	.	
Nebraska Nevada		4	1 (i-] 50		J		<u>, </u>	2	
New Hampsh	ire	. 40	2.		2	1)		.	
New Jersey New Mexico.	· · · · · · ·		\ ~					∤	;	
		1		2,284					: :	g -
New York North Carolir	18	46	1 1	1,55				5		61
North Dakot: Ohio	ą	50 131	33	5,900) 17	7 1:	3 19	3	6 0	o
Oklahoma	• • • • • •	92	1	3, 240	i (3 '	7	.2	٠ ا	1
Oregon		39		1, 45					2	ö-
T. Offits A 1 A DITTE	D	•••		7 . 4,240						<u></u>
Rhode Island Bouth Caroli	na	. 8	1 .	0 35	9	Ð	0 1	14	1	0
South Dakot		31	1	91			1			0
Tennessee	• • • • •	6	, 2		6 1			72	5	ő
Texas Utah	.	119		2 6,98 0 1,40	5		Ĭ			0
Vermont	· .	. 20	3	2 1,02	Ø [ö	29	3	
'Virginia	• • • • • •	30	,		"	1	` `	1 .	·6 ·	0
Washington		9		0 3,29 1 1,20	1 .			39 65	1	0
West Virgin Wisconsin	is	14		e 5, 29	2	ī. k		!	1 7	0
Wyoming		- 4		Ö 36	4 i	1	0	10		• • •



Table 73.—Students in city, village, and rural high schools enrolled in home economics courses, 1917-18.

	·								
1	in city	high set	rools.	la villa	ge high s	chools.	In-rur	al high 🛩	hools.
Sintes.	Schools report- ing.	Boys.	Olris.	Schools report- ing.	Boys.	Girls.		Boys.	Girls.
1	. 6	3	4	5	6~	7	8	9	10
United States	534	612	14,713	242	0	9, 225	2,089	674	46,733
Alabanta 'Arizona Arizona Arkansas California Colorado .	6 5 7 27 10	0 0 10 134 3	120 327 550 2,111	4 3 1 7	0 0 0	216 10		5 0 3 . 112 0	909
Connecticut Delaware Dist. Columbia		8	62 				15 1 2	0	33 58
Florida			345	2 5	0	307	23 36	• 44	346 1,087
daho Hinois ndiana owa Kansas	27 20 12 7	. 3 0 0	1,969 4,417 977 = 724	2 9 26 9 11	0 0 0 0	74 244 124 452 402	26 68 125 164 127	9 18 0 55 110	1,663
Kentucky Louisiana Jaine Jaryland./ Jassachusetts	- 16 2 3 21	0 0 0 0 18	1,128 438 35 419 1,747	, ii	0	482	31 102,7 10 [15] 22]		565 2,806 144 740 601
Michigan	21 21 20 3	10 186 0 0	1,838 1,773 486 2,255 300	7 4 2 7	- 0 0 0 0	243 158 64 168	24 - 99 ; 41 ; 54 ; - 34 ;	19 28 - 3 0	739 2,641 1,919 905 695
Nebraska Novada	3	0	195	5	o	138	ا ا ا	10	1,611 50
New Hampshire New Jetsey New Mexico	, 8 , 8	0 22	333 314	$\begin{pmatrix} 2\\1\\1 \end{pmatrix}$	0 0	96 51 7	34 2 12	. 0	584 29 297
New York North Carolina North Dakota Ohio Oklahoma	21 - 4 1 47 8 1	0 0 0 179 0.	,1,374 313 11 4,370 1,242	7 2 6 12	0 0 0 0	273 364 23 262 597	36 37 56 96 84	2 0 21 165	689 891 627 1,470 1,528
Oregon Pennsylvania Rhodo Island South Carolina Bouth Dakota	2 3 3	0 47 0 0 0	777 2,965 468 155 221	3 3 3	0 0 0	127 436 86 165	27 28 1 12 25	0 22 0 0	552 920 65 283 527
Fonnesseo Fexas Utah Vermont Virgiuia	10 44 3 3 7	0 22 0 0 0	755 4,811 200 186 446	6 18 6 i	0 0 0 0	171 679 478 130	65 75 11 25 33	26 0 0 2 8	1, 948 1, 755 727 746 538
Washington West Virginia Wisconsin Wyoming	14° 5 29 2	0 0 0	1,572 541 1,830 76	9 .3 18 1	. 0 0 U	355 67 910 38	83 23 94 10	0 11 0 0	1,434 676 2,574 260





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TABLE 74.—Students in all high schools enrolled in trade-training courses, 1917-18.

	In .	unior school	high s.	In s	enior i chools	igh ·	In 1	echools regular	high •	L	all big	h schoo	ls.
States.	Schools re-	Воув.	Girls.	Behools reporting.	Воув!	Oirls.	Behools reporting.	Boys.	Girls.	Schools reporting.	Воуз.	Girls .	Total.
4	2	8	4	5	6	7	8	9	10	11	12	18	14
United States.	20	812	178	18	400	125	224	9, 838	5, 261	250	11,050	5,564	16,6
Alabama Arizona Arkansas Salifornia Colorado	1 7	17 162	0 57	1 3	6 149	7 39	6 4 1 20 2	139 73 40 1,896 54	76 71 45 2,217 57	6 4 2 27 27	139 73 63 2,206 54	76 71 52 2,313 57	2 1 1 4,5
Connecticut		•••••					3 1 7 8	171 0 1 116 1,072	0 82 15 99 275	3 1 7 7 8	171 0 1 1,072	0 82 15 99 275	. 2
indianaiowa. Kansas Kentucky Lonislana.	1	18 14	6	1	16	 	16 13 6 2 2	368 139 63 27 62	. 84 44 29 0	17 13 6 3 2	386 139 63 57 62	90 44 29 0	1
Maine						4	2 1 11 8 w10	49 39 667 1,143 323	0 27 393 213 90	1 12 8 14	49 39 682 1,143 485	0 27 397 213 143	1,0 1,3
Mississippi Missouri Montana Nebraska New Jersey						·	2 4 3 4 3	36 119 72 142 671	70 40 2 78 258	2 4 3 4 3	36 119 72 142 671	70 40 2 78 258	1 1 2
New Mexico New York North Dakota Ohio Oregon	i	255 8	73 0	3 1	70 18	0	2 8 1 16 . 3	227 7 463 72	14 72 2 420 0	11 1 19 4	0 482 7 541 90	14 145 2 420 0	·6
Punnsylvania Rhode Island Bouth Dakota Temperee	1	174 60	. 0 17	1 1	30	16	12 2 1 2 6	499 106 45 14 201	323 0 2 6 0	13 2 1 3 6	673 106 45 104 201	839 0 2 40 0	1,0
Utah Vermont Virginia Washington West Virginia		0	14	1	13 . 25	0	4 10 3	79 105 482 18	113 35 9	3 10 8	92 25 105 462 18	14 0 113 35 9	2
Wisconsin Wyoming				••••			8 2	40. 10	0	3 2	49	0	İ



STATISTICS OF PUBLIC HIGH SCHOOLS, 1917-1918.

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TABLE 75.—Students in fully accredited, partially accredited, and nonaccredited high schools in trade-training courses, 1917-18.

			illy accreci igh_echool		In par	tially acci	redited ls	In r	onaccred igh school	ited is.
	States.	Schools report- ing.	Beys	Girls.	Schools report- ing.	Boys.	Girls.	Schools report- ing.	Boys.	Girls.
•	1	9	3	4	5	6	7	8	9,	10
	United States	200	9,353	3, 757	34	291	286	16	1,406	1.5
	Alabama	. 6	139 73	76 71						
	Arkansas California Colorado	$\frac{2}{24}$	63 977 35	52 853 48	2	. 29	28	1	1,200 19	1,43
	Connecticut	3	171	0		_ 0	82			
	Dist. Columbia	A .	107	1.5 61						
	Illinois	8	1,072	275	49 !	0	20	2	9	
	Indiana Iowa Kunsas	17 8	396 111	90 19	 ا ق	28	25			
	KentuckyLouisiana	1 1	0 25	5	5	63	24	2	32	
	LOUISBAIN	2 !		• • • • • • • • • • • • • • • • • • • •	1	21	0	· [41	
	Maine		49	0	1	39	27			
٠	Michigan Minnesota	11	682 1,143 472	397 212 90	ı	- 0	1:	3	13	
	Mississippi Missouri	2	38	70						
	Nebraska	2	62 141	40 : 2 : 71 :	1	10	0 !			• • • • • • • • •
•	New Jersey	3	671	25×		1	7 ;		• • • • • • • • •	
•	New Mexico	10	0 477	12 140 ;	. 1	0 5	'2 5			
	North Dakota. Ohio. Oregon.	11 3	487	364		48	56 1	1	7	3
	Pennsylvania Rhode Island	'12	88 1 85N	339	1	15	0 .			
	South Dakota	2	106	0			0 '			
-	Tennessee: Texas	1	90 131	31	1	8	• 0]	1 2	6 70	,
	Utah Vermont	- 1	77 25	14	1	15	0 .			*******
	Virginia Washington West Virginia	10	102	103			······································			10
		1	11	0	. 2	7				,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
	Wisconsin	3 2	49 10	0 .	!					
	<u></u>		1	!			<u> </u>			
	2.	٠ .		•						12.
•										= X



TABLE 76.—Students in four-year, three-year, and two year high schools enrolled in trade-training courses, 1917-18.

	In for	1r-year 90	n0019.	յուր։	ee-year 80	rupois.	. 111 (4.	o-7.ear sel	toors.
States.	Schools report- ing.	Boys.	Girls.	Schools report- ing.	Boys.		Schools report- ing.	Boys.	Girls.
1	2	8	4	5	6 '	7	8	9	10
United States.	230	10,941	5, 479	11	¥ 62	41	ġ ,	47	, 44
labama	6	139	76						
rizona	4	73	71		ļ	· · · · · · · · · · · · · · · · · · ·			<u> </u>
rkansas	. 2 27	63	52 2,313		· 	- ,			' · · · · · · · · · · · · · · · · · · ·
alifornia	21	2, 206 54	2, 313				1		
MUCBUU	•	, ,,	"	· · · · · · · · · · · · · · · · · · ·	i				
onnecticut	3	171	0						
olaw .ro	1	. 0	×2						
ist, Columbia	ī	. 1	15 S1			1	¦		
8000018	6	113	275	1	. 3		1		
linois	^	1,072	2.0	· · · · · · · · ·					
ndiana	17	396	90					.	
wa	9	119	. 19	1	1 4	4	3		21
ADS&S	5	3 56	29				ļ		
entucky	3	- 371	. 0				: :		· · · · · · · · · · · · · · · · · · ·
uidana	2	62	. "						1
ine	- 2	49	. 0			l	.!	i	
arvland	1	39	. 97				.¦	ļ	
assach usetts	12	682	- 397	ļ	, .				
ichigan	.7	1, 143	212	1.5	·		i	. 0	1
Innesota	14	435	143					1	
ississippi	2	36	70	1	.	1			· · · · · · · · · · · · · · · · · · ·
issouri	1 4	119	40	1		A	i	1	.l .
Contana	3	- 72	2			j			
ebrazka	4	142	78					· · · · · · · · · ·	<u> </u>
lew Jersey	3	671	258	<u> </u>				····!···	<u> </u>
lew Mexico	2	0	14	1	1	:	.1		l
iew Mexico	10	477	140		.	.!	11	5	5
orth Dakota	l	l		. 1	1 7	2			.ļ
hio	13	514	395	5			1	4	, ×
regom	4	- 90	0	1			• ,		Washing
ennsvivania	12	658	339					1.5	0
thode Island	'2	106	, ,,,,,		1	1			
outh Dakota	1	45	3 2			1			
ennessee	2	96	40	1	R				
5X86	5	183	0	1	10	0		· · · · · · · · ·	.¦
	1 5		14			1	.1	1	
tah	l î	25	1 6						
ermont	3	105	118		0			1	
mehington	10	462	35					.1	
Vest Virginia	1	11	0			.ļ. 	. 2	7	. 9
	_	1 .	-			1			1
Wiscomsin	3 2	. 49	0		. j .	· j · · · · · · · ·			· , · · · · · • • · ·
e viterality	1 2	1 . 10	1 0	14		• [• • • • • • • •	• • • • • • • • •	1	.,

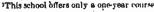




TABLE 77.—Students in city, village, and rural high schools enrolled in trade-training courses, 1917-18.

		ty high sc	110015.	in vill	age high s	schools.	In ru	ral bigh so	hools.
States	Schools report- ing.	Boys.	Giris.	Schools report- ing.	Boys	Girls.	Schools report- ing.	Boys.	Glrls:
ı	9	8	4	5	6	7	N	9	10
United States	121	9,058	4,643	23	463	193	108	1,529	728
labama rizona. rkan:as alifornia.	2 1 2 22	45 73 63 2,141	0 0 52	1	30	50	3 3	'64 0	26 71
onnecticut	3	171	2,285	1	******	· • • • • • • • • • • • • • • • • • • •	§ 5 3 2	6.5 54	28 27
elawareist. Columbia	1 7	0.1	82	ii	********			······	• • • • • • • •
corgialinois	• 1	1 0 1,058	15 14 275	2	12	45	4 1	104 14	4()
diana	5 1 1	254 . 3	• 57 • 12	3	17	14	9	115 136	19 32)
entucky ouisiana	i	30	5 0	1	25	0	5 1 2	63 2 62	24 0 -
ainearyland	1	29	0				1	20	0
assachusettsichiganinnesota	9 4 9	620 1,069 426	393 193 63	•	66	15	1 3 2 5	39 62 8 59	27 4 5
ississippi issouri							- 2	36	80 70
ontana	4	119	40				3	72	2
ebraska ew Jersey	3	671	0 258			• • • • • • • • • • • • • • • • • • • •	3	55	78
ew Mexico ew York orth Dakota	6	377	122	3	100	0	2 2 1	0 5 7	14 23 2
egon	2	457 28	333	1	60	() () ()	11	78 2	87 0
nnsylvania node Island uth Dakota nnessee	1.1	589 17 45	270 0 2		0	69 i	3	84 89	9
X88	. 5	90 183	34			••••	. 2	14 8	6
nh. rmont			••••	1	20 25	0	4	72	14
shingtonst Virginia	4	102 292	103 35	3	55	0	3 3	3 115 18	10 0 9 •
sconsinyoming	1		0	*3	41 6	0 .	i		······································
	.8.	W							
			•			A type	•	•	
•	-		•	•				•	
					٩			e 5	
	· :				•				



Value of high-school buildings and grounds, 1917–18, classified as to grade and credit.	Classified as to credit.	ted Partially accredited Nonaccredited schools.	Value. Reports Value. reports Value. Ing.	9 10 11 12 18	2,076 \$27,6	115 56 487,900 31 200 55 800,227,000 725 44 1,805,227 20 13 116,835 44	8, 137, 682 667, 109 1, 587, 200 1, 584, 600 1, 177, 400 1, 177, 400 1, 177, 400 1, 177, 400 1, 177, 400 1, 177, 400	229 3, 767, 733 44 34 515, 300 80 336 7, 147, 489 14 270 5, 566, 200 - 114 1,	88328		
classified as to		Fully accredited schools.	Schools val	80 A	6,456 \$480,5	2,982, 271,626, 54 8,114, 203, 23,489, 71,538,	- 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2				•
nds, 1917–18,	٠.	Total.	Value.		\$684,612,880	3,630,285 1,946,000 25,962,312 6,600,070	2, 428 800, 289 9, 26, 289 9, 36, 300 9, 35, 35, 35, 35, 35, 35, 35, 35, 35, 35			3.88.5.7.1 8.18.88.88	
and grou	and senio		Schools report- ing.	•	12,902	186 32 146 267 128	E8.55			· 	
l buildings	All high schools, chestified as junior and senior	Senior and regular high schools.	Value.	19	\$575,066,126	3,680,285 1,724,600 4,848,825 24,017,015 6,823,070	2, 28, 23, 28, 28, 28, 28, 28, 28, 28, 28, 28, 28	24, 511, 770, 25, 710, 989, 466	8 8 8 8 8 E	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	, <i>•</i> •
, igh-schoo	hools, class	Senior	Schools report- ing.	•	12,811	88±88 ¥	• •	17. 10. 10. 10. 10. 10. 10. 10. 10. 10. 10		# # # # # # # # # # # # # # # # # # #	
. Value of h	All high so	high schools.	Value.	*	26. 784.	94,000 16,500 1,845,197 77,000		414, 270 40, 000 180, 000	82,000 (28,000	1,221,30 125,000 175,000	•
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	STATISTICS OF PUBLIC HIGH	schools, 1917-1918.	279
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Pour year schools Three-year schools Two year	ear schools.	Classified by duration of courses	tion of cou	rses.				CP	Classified by units of taxation	units of tax	Brion.	
Schools Value Value Schools Value Value Schools Value Schools Value Schools Value Value Value Schools Value	Value.	ree-year achools.	Two-yea	r schools.	One-frai	schools.	· City	schools.	VIllag (2,50	r schools. 0-5,000).	Rural	schools.
8 4 5 6 7 8 9 10 11 12 18 14 16 3,286, 723, 471 1, 917 271, 147, 357 1, 026 100 13 12, 23, 360 10, 874 2, 773, 114, 117 3,286, 723 38, 700 16 1, 324, 365 11 1, 224, 365 12 100, 000 15 2, 773, 114, 127 4, 273, 800 38 271, 100 16 10, 600 4 20, 600 15 1, 224, 385 11 10, 874 277, 114, 114, 117, 117, 117, 117, 117, 1			Schools report- ing.		Schools report- ing.	Value.	Schools report- ing.	Value.	Schools report- ing.	ļ	Schools report- ing.	Value.
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282		BIE	NN	IAL	SUI	RVEY	OF	EDUC	ATIO)N, 19	16-1918.				
	Junior high schools.		\$104,906	23, 500	205,022			138,090	41,000	152, 665	96,414 58,333 75,000		197, 500	•	
``	One-year schools.	2	\$22, 103					15,000 3,300 8,875		2,500	2,000 2,000 9,250				
	Twe-year schools.	=	\$9,674	4,375	12,500		<u>.</u>	15,333		24,745 20,700 20,200	9, 543 11, 526 4, 659 6, 913 8, 838	_ _		. ,	•
-18.	Three-year schools.	.0	\$11,34	7, 132	20,000	5, 167 9, 275	7,917 8,289	16,714 10,135 11,795 14,598	12,460	3,2v6 10,600 10,600	00 52, x, e, 81 145, 283, 61 162, 833, 631				
hools, 191	Four-year schools.	3	\$55,662	24,919	86,882 86,882 99,090	80,638	38,752 88,752	88,45 15,003 15,003 15,003	31,627	24, 151 51, 912 139, 077	22, 495 22, 495 20, 694				
of high ser	Rural schools.	30	\$25,024	13,043	28,33	23,560	28, 171 16, 318	28,511 28,511 31,231 32,231	117,0%	15, 474 21, 980 21, 941 49, 745	24, 552 47, 804 19, 396 15, 677		•	æ	
nd grounds	Village schools.	t-	\$60,180	27,667	72,23	21, 600	35,813	. 82, 700 85, 85, 80 87, 871	23, 587	41, 929 27, 500	. 133,590 109,600 39,800 22,386	·	*, 3, 12 \$ 50 50		
uildings a	City schools.	•	\$204, 572	81,624	271, 555	211, 334	25,28 28,28 28,284	181,000 300,218 160,812 168,505	143, 131	2041,031 204,031 204,031	207, 505 294, 039 60, 229 215, 507	349, 131	230, 510 230, 210 29, 161		
TABLE 80.—Avaage value of buildings and grounds of high schools, 1917-18.	Nonac- credited schools.	۵.	\$13,440	1,847	88.75 25.75	757,02	7,260	18, 955 6, 703 8, 747 16, 536		18, 428	28,25,98, 28,94,99, 37,44,99,	11, 194			
Araag	Partially accredited schools.	•	\$17,429	8,713	2,5 2,9 2,8 3,8 3,8 3,8	11, 550	14,862	16, 453 15, 156	(S.	3,4,4,51,7 8,8,0,8,5	103,600 19,664 19,664		. 32,245 15,632		
TABLE 80	scredited schools.	•	\$74,434	30, 223	116,713		12, 23, 24, 25, 24, 25, 25, 25, 25, 25, 25, 25, 25, 25, 25				87, 835 101, 462 32, 967 61, 134		33, 935 131, 443 78, 638	• .	•
	All bigh schools	64	\$45,312	19,518	7.58	42	13,88 2.88	85.05 86.17	28, 981	3.8.2.3.1 2.6.6.2.2	25.4.2 25.2.5 25.2.5	3, 8, 2 3, 8, 2 3, 8, 8, 8	31,487 118,003 44,510		
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		STAT	istics (OF PUBI	ыс нісн	SCHOOLS.	, 1917–1918.	283
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	17, 696 8, 003 22, 163 14, 567 13, 690	9,600 12,495 11,379 8,181	12, 963 97, 198 46, 000 7, 500 5, 417	8,083 8,326 27,500		. ·		, Ed
	. 18,645 30,034 67,337 41,119	88.524. 8.624. 8.624.	32,176 43,695 66,376 26,161	60, 711 59, 927 49, 975 40, 238			•	#3 29
.•	858 575 677 673	17, 934 181, 195 70, 850 15, 431 24, 009	16, 245 19, 323 66, 153 31, 984 10, 789	22, 103 31, 035 20, 316 32, 925		,		9).
	59, 817 30, 615 86,000 83,030	82, 500 59, 077 21, 200 126, 312	8,13,8,8 9,8,2,8 9,8,2,8	52, 797 63,000 75, 833 50,000	*	n. Lar		•
٠	297, 336 228, 3860 223, 618 223, 618	778, 602 203, 097 119, 666 147, 267	157, 342 130, 348 77, 675 88, 280 146, 828	450, 801 154, 887 151, 730 76, 250		•	•	
*	11, 500 16, 202 9, 671 17, 109	22,442 22,332 16,923	10,088 9,831 14,467	10, 442			-	
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	8,456,8 6,95,48 6,95,48	119,878 119,307 1,108,921 46,821 46,837	\$ 50 \$ 50 \$ 50 \$ 50 \$ 50 \$ 50 \$ 50 \$ 50	E E 22 22 22 22 22 22 22 22 22 22 22 22			2	
	70,044 15,741 28,517 32,979	82,000 15,22,868 80,134,868	¥,8;8;5;3; 8,8;2;8; 8,8;2;8; 8,8;2;8; 8,8;2;3; 8,8;2;3; 8,8;2;3;	88, 85, 85, 85, 85, 85, 85, 85, 85, 85,		. A	•	*
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Schizolet Februarist Schizolet Sch	7,		All high so	All high schools, classified as junior and sanfor	ed as junior	and senior.				Classified as to credit	s to credit	 	
Schools re	States.	Junior hig	h schools.		d regular	ို	fal.	Fully ac	creditud	Partially (sols	Nonaceredi	ted schools.
4 Station 99 trive, 017 12,079-141,071 12,171 141,022,1,089 0,122 141,645,877 1,101 17,104 11,123,810 11 11,223 11,101 11,223 11,101 11,101 11,223 11,101 11,101 11,223 11,101 11		Schools reporting.	Value.	Schools re- porting.	Value.	Schools re-		Schools re-	Value.	schools re-	Varine.	Schools re-	Value.
Comparison Com	1.	91	**	+	ر م	•		: x	ga .		=	51	<u> </u>
1	United States	8	\$782,017		_		\$49,224,088		\$42, 645, 857	#10°F	121, 349, 421	1,794	\$1,828,810
19 149, 961 150, 149 111, 141 11	Afsteins Arkons Arkanse. Caldonis Colorado	****	2, 23, 23, 20, 20, 20, 20, 20, 20, 20, 20, 20, 20	និងមីនីទី	2, 977, 683 2, 977, 683 2, 977, 683	25,842	210,730 220,730 239,633 3,222,074 730,170	822238	416,130 190,683 210,218 2,975,721 662,027	1.02.23	64, 200 20, 200 20, 100 1,38, 691 12, 350	ត តត់ទ	10, 700 41, 225 67, 662 53, 783
1,000 1,00	eut ambia.			28. 7. 18. 17. 17. 17. 17.	419,961 41,655 812,560 208,060 428,246	63 7 7 81 174		\$35,860	28,340 812,500 812,500 136,075 315,111	10 88	1.6,315 19,645 71,570	# .88 .88	8,550 52,340 #1,565
2 12,144 223 359,186 220 362,186 250 362,186 360,186		40mms	6.50 6.00 6.00 6.00 6.00 6.00 6.00 6.00	653 653 463	328, 660 4, 039, 846 1, 436, 442 1, 542, 236 1, 240, 535	11555	329,300 4,052,921 1,137,442 1,549,136 1,309,535	858 888 888 888 888 888 888 888 888 888	3, 796, 134 1, 401, 594 1, 072, 452 786, 785	23.00 273	238, 161 18, 098 462, 690 429, 495	•	58, 550 13, 626 17, 750 13, 994 92, 288
4.6 5.2 4.8 5.7 4.4 2.143.211 2.43.11 2.43.11 2.43.11 2.43.11 3.5 <td>section .</td> <td>C1 20</td> <td>12, 144</td> <td>235222</td> <td>350,816 355,930 396,935 592,238</td> <td>5888 8888 8888</td> <td>342,940 5551,930 396,295 592,288 2,365,882</td> <td>25 139 55 55 56 199</td> <td>274, 338 452, 415 383, 425 574, 109 2, 337, 545</td> <td>.988.88. 888.88.</td> <td>88.48.51 87.87.51 89.99.51 87.87.87</td> <td>91</td> <td>12, 039 12, 039 2, 180</td>	section .	C1 20	12, 144	235222	350,816 355,930 396,935 592,238	5888 8888 8888	342,940 5551,930 396,295 592,288 2,365,882	25 139 55 55 56 199	274, 338 452, 415 383, 425 574, 109 2, 337, 545	.988.88. 888.88.	88.48.51 87.87.51 89.99.51 87.87.87	91	12, 039 12, 039 2, 180
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412, 873 79, 800 1.30, 484 1, 757, 796	88,075 4,131,123 36,510 268,498 2,386,573 658,375	3,019,044 163,401 53,117 238,213	283,705 1,158,724 224,480 167,075 234,361	1,382,087 473,190 1,373,551 86,500	σ ,		•
<u>មកខម្</u>	원 - 1년 12년 12년 12년 12년 12년 12년 12년 12년 12년 1	USENE	85 52 2 58 85 2 12 88	នដូនន	 - -		
941, 479 82, 873 145, 199 778, 261,		449,841 449,626 164,701 114,043 342,839	373, 840 488, 812 244, 570 190, 300 353, 234	194, 623 584, 637 198, 927 97, 100			
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16,800	47,270 6,500 3,600	15,600	1, 500 1, 500 18, 193	900	. ,		
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braska wada pr Hampshire for Jersey	New York North Carolina, North Dakota, Ohio, Okto	Oregon. Pennsylvania. Rhode Island. South Carolina. South Dakota.	Texas Texas Usab Vermoni Virginia	Washington West Virginia. Wisconsin.	V	9	
22 22 2	NE CONTRACTOR	Oregon Pennsy Rhode South South	Tennesse Tens Unah Vermont Virginia	W best			



he apparatus, furniture, and other equipment in high schools, 1917–18, classified as to courses and units of tuxation.	Classified as to units of taxation.	Villare schools Rural schools: (2.50g to 5.000).	Schools Schools report Value.	12 3 14 15	690 \$3,412,199 10,221 \$19,995,535	11 30,700 138 295,230 15,000 15 %,100 13 49,277 160 201 1,380,077 13 127,150 201 1,380,077	91,25k 94 46 1,750 15	10. 24,500 67 166,520 12. 25,212 144 20%,567	6 40, 824 JOZ 224, 973 30 100, 735 549 1, 905, 054 102, 330 554 1, 076, 045 185 118, 533 421 710, 985	14 - 112, 425 155 130, 256, 159 147 112, 138 117 117, 138 117, 138 117, 138 117, 138 117, 138 139, 139, 139, 139, 139, 139, 139, 139,	20 192, N.2 365 1, 264, 004 1 10, 100 350 1, 264, 005 21 10, 100 35 1, 100, 100, 100, 100, 100, 100, 100,
classifud as to cou	Classified as t	City schools. (2.5	Schools Value, report- ing.	11	\$25, 926, 354	165, 100 110, 688 75, 508 1, 744, 847		15,040	2, 047, 042 550, 083 277, 304 479, 839	202,011 (40,200 219,700 48,470 1,720,123	1,189,325 809,222 85,550 1,115,903
100ls, 1917-18,			Value. Schools report-	01	\$37,113 1,260	122	11 2			/EET97	1000
vent in high sch		ols. Oneyear schools.	Schools report-	 	2.1	9, 200	3,200 1,000 1,500	9,350 +	3,700 2 31,733 9,730 62,639 4,530	9,250 13,280 3,185 2:0 4,812	65,977 12,877 13,150 13,607 13,607 13,607
d other equipm	ation of courses.	Two-year schools.	Schools value.	•	873 \$572,567		ന് ച്ച ന ചീച ബ	15 9	100 00 00 00 00 00 00 00 00 00 00 00 00	क्षा-मध्यान ⊕ कुष्टिंग्यु स	52 22 22 23 25 25 25 25 25 25 25 25 25 25 25 25 25
furniture, an	Classified as to duration of courses	Three-yearschools.	us Value.			25 46,550 32 30,350	3,100	6 4,530	8 10,600 20 45,509 6,538 16 7,835 16 7,835		
	Cla	Four-year schools. Three	Schools Value. report- ing.		\$47,379,174 1,654	135, 250 210, 783 263, 283 3, 222, 074	725,970 4 447,961 38,355	812, 500 194, 180 381, 391	*.	/	
alue of scie	*	Four-y	Schools report- ing	04	exa, e	¥28.88	<u>3</u> 1 28 ±	1-88	3 885	## 12 12 15 E	22 3 N. 1 2 2 3 N. 1 2 2 3 N. 1 2 2 3 N. 1 2 2 3 N. 1 2 2 3 N. 1 2 2 3 N. 1 2 2 3 N. 1 2 2 3 N. 1 2 2 3 N. 1 2 2 3 N. 1 2 2 3 N. 1 2 2 3 N. 1 2 2 3 N. 1 2 2 3 N. 1 2 N. 1 2 3 N. 1 2 N. 1 2 3 N. 1 2 3 N. 1 2 N. 1
Table 82 Value of scienti		81200		7,	United States	Arkona Arkanas Arkanas	Colorado Connecticut Dalaware	Dist. Columbia. Florida. Georgia.	Idako Tiltois Indians Iowa Komas	Emericky Londslans Maryland Maryland	Michigan Minneoch Mise scippi Miseour Mortana



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288 BIENNIAL SURVEY OF EDUCATION, 1916-1918.

Table 83.—Average value of furniture, apparatus, and equipment of high schools, 1917-18.

					. —							
States.	All schools,	Fully ac- credited schools.	Partially accridited schools.	Nonacered- ited schools.	City schools.	Village schools.	R u r a l	Four - year schools.	Three - year schools.	Two - vear schools.	One - year schools.	Junior high schools.
1	2	3	4	5	6	;	8	9	10	11	12	18
t. Š	\$4,044	\$8,745	\$1,17%	\$1,019	\$20, 577	84,945	\$1,946	\$1,941	\$737	\$876	\$1,245	\$7, 498
Alahama Arizona Arkansas California Colorado	3, 612 6, 587 2, 323 12, 160 5, 795	4,707 7,062 4,043 14,878 9,595	1,566 4,020 1,004 4,061 1,029	1,421 3,222 1,240	11,793 7,379 6,292 34,213 23,410	2,791 7,500 3,790 9,781 6,518	2, 139 5, 673 1, 681 6, 717 2, 314	3, 400 16, 587 3, 061 12, 159 5, 951	915	920 555 1,066		2,250 2,000 24,424 1,300
Connecticut Delaware Dist, Columbia Florida Georgia	7, 142 2, 192 116, 071 2, 569 2, 461	9,009 3,140 116,071 5,234 6,060	1,332 982 1,278	611 1,495 630	20, 374 9, 750 116, 071 4, 260 10, 804	875 2,450 2,101	2, 252 1, 360 2, 485 1, 441	7,591 2,597 116,071 3,263 3,703	366 950 755 669	1,000 1,500 623 25		 . .
IdahoIllinoisIndianaIowaKansas	2,971 6,284 2,300 2,421 2,772	4,59% 10,043 2,476 3,505 8,840	1,045 584 1,446 1,573	1, 126 478 634 1,000 839	21, 333 31, 016 12, 501 12, 614 18, 436	6,804 3,360 3,792 5,588 , 5,378	2,208 3,470 1,417 1,848 1,677	3,345 7,935 2,425 2,767 2,937	1,325 660 328 914 492	529 423 513 1,045 370	525 505	2,179 1,000 2,300 13,600
Kentucky: Louisiana Maine Maryland Massachusetts	2,931 2,402 7,223	4,650 3,591 2,758 (d),438 11,746	686 1,597 495 640 833	371 1,726 1,090	6, 122 14, 020 15, 693 53, 452 23, 367	4,036 8,030 2,300	571 1,826 1,139 1,523 4,005	1,733 2,999 2,516 7,858 10,492	308 450 625 525 125	453 1,804 637 125 962		6,072
Michigan Minnesota Mississippi Missouri Montana	4,795 6.032 2.393 3,189 3,329	8,069 8,858 2,590 56,472 5,758	879 12, 220 4, 112 625 1, 061	1, 523 2, 161 - 415 487	20, 158 28, 104 7, 963 20, 569 14, 868	9,644 8,462 2,183 3,906 2,400	2,068 3,884 4,730 1,070 2,921	5, 617 6, 612 3, 010 5, 121 4, 345	1, 133 813 821 578 423	943 584 394 357 625	600 765	6,067 2,500 4,000
Nebraska Nevada N. Hampshire New Jersey New Mexico	12,523	5 4362 5,320 2,325 14,291 4,404	2,148 555 547 1,077 1,153	907 300	16,094 4,713 29,984 8,192	6,014 3,000 1,466 3,609 2,000	1,9444 4,046 1,566 2,537 2,394	2,938 4,511 2,325 13,791 3,207	785 750 788 1,042 233	349 175 409 740 1,150		1,100
New York North Carolina North Dakota Ohio Oklahoma	1, 133 2, 331 3, 603	8, 197 1, 922 4, 802 5, 919 6, 392	1,054 1,043 1,876 906 1,392	500 807 860 1,243	29, 141 3, 801 8, 700 20, 713 28, 759	5, 895 1, 414 17, 000 6, 567 4, 529	1,581 902 2,010 1,287 1,797	6,990 1,266 2,599 4,794 4,096	647 885 2,806 700 831	672 251 341 293 736	3,061 75 178 500	3, 250 3, 243 1, 200
Oregon	4,001 8,669 1,097	7, 325 9, 406 10, 213 2, 125 2, 978	1,095 713 433 904 2,745	699 3,396 516 836	14,742 17,171 13,390 2,003 10,342	8,917 4,160 1,850 8,205	1,287 1,704 3,422 911 1,484	2,627 7,241 10,213 1,620 2,092	540 594 762 740	195 1,733 433 1,000 125	100	
Tennessee	2, 186 2, 515 5, 114 2, 539 1, 222	3,637 4,457 7,242 2,931 2,633	1, 191 1, 074 2, 231 643	712 896 945 587	15, 892 9, 271 16, 180 3, 811 9, 470	1,331 3,327 4,668 1,938 802	1,335 1,687 4,159 2,431 736	2,733 3,376 6,516 2,816 1,563	1, 213 854 1, 000 525 366	507 729 1,240 1,142 399	100	10,000 500 18,193
Washington West Virginia Wisconsin Wyoming	3, s, 4, 234	8,376 6,482 5,050 4,325	1,571 1,506 1,068 757	870 5, 798	49, 330 13, 094 15, 270 9, 350	8,823 4,504 6,615 1,700	2,388 2,610 2,063 2,000	6, 479 5, 015 4, 284 3, 147	553 748 1,250	838 810 794 150	250	1,000 25,000 7,000
												-



•		All high so	hools, classif	All high schools, classified as Junior and senior.	and senior.				Classified a	Classified as to credit.	•	
States.	Junior his	Junior high schools.	Senior ar high s	Senior and regular high schools.	Total.	tal.	Fully ac	Fully accredited	Partially	Partially accredited schools.	Nonaceredi	Nonaceredited schools.
	Schools re- porting.	Amount.	Schools re-	Amount.	Schools re-	Amount.	Schools re- porting.	Amount.	Schools re-	Amount.	Schools re-	Amount.
1	61	**	•	LS.	•	-	ac	٥	10	=	22	13
United States	8	\$459, 360	4,572	\$19, 255, 488	4,598	\$39, 713, 848	2,258	\$27,994,478	1,514	\$7,961,850	838	\$3,757,514
Alabams. Artaona Artaona Artaona California Colorado	* *-	80,000 12, N50 2,000	88228	313,003 72,030 422,805 1,563,2805 566,370	. 28.2 28.2 20.1 20.1	313,083 152,603 422,805 1,676,121 568,370	\$ 22 2 2 2 8	246, 743 143, 730 344, 900 1, 346, 725 352, 820	32 87 87 87	50, 50 0 90, 165 94, 171 125, 000	86 44 17	15,850 8,300 17,740 132,225 80,550
Competicut Delaware District of Columbia Florida Georgia			47 16 18	141,083 5,400 55,000 56,415 429,708	47 5 16 18	141,083 5,400 55,000 86,415 429,708	841.03	134, 153 600 65, 000 2, 200 286, 120	e 48	4,800 1,075 23,648	2 %	6,940
Jaho Ulinois Indiana Town Kansas	et (q	5,000	207 207 222 223 223	2, 277, 847 859, 169 2, 559, 181 1, 911, 180	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	2, 282, 847 826, 168 836, 168 2, 559, 181 2, 001, 180	282 182 282 283 283 283 283 283 283 283 283 2	1,734,808 1,734,808 791,374 1,208,740 836,691	2. \$ = 58	479, 860 14, 480 1, 299, 241 793, 365	22 17 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	50, 239 48, 069 44, 335 421, 124
Kentucky Louisians Mario Haryland Massechuseits	-	160, 290	94 100 33 17 17 38	228,042 247,046 95,619 34,956 974,786	94 33 33 39	226,042 247,096 95,619 31,956 1,135,056	34 12 28 34 34 34 34 34 34 34 34 34 34 34 34 34	67,371 1985,959 78,004 11,556 1,130,553	• . \$2 55 44 40 40	91, 255 16, 502 16, 115 20, 400 4, 503	57.4	67, 416 3, 625
Michigan Minnesota Minekatpul Missouri Montana	9=	1,729	12 12 12 13 13 13 13 13 13 13 13 13 13 13 13 13	3,068,415 - 2,713,271 512,501 1, fil1,719 397,691	-163 174 67 199 56	3,070,144 2,714,271 512,501 1,011,719	28488	2, 540, 785 1, 749, 413 406, 850 784, 271	0 4 × 8;	523, 248 13, 700 61, 666 175, 313	7 8258	951,158 43,985 52,135



290

Table 84.—Expenditures during the year for sites, buildings, and other permanent improvements, 1917-18, in all highschools, classified as junior and

Schools rectangle Scho	Ĺ	•	All high set	nools, classiff	All high schools, classified as junior and senior.	and senior.				Classified a	Classified as to credit.	.	
generalization Amount. Schools reporting. Amount. Porting. Amount. Porting. </th <th>-</th> <th>unior high</th> <th>ı schools.</th> <th>Senior and bigh so</th> <th>d regular</th> <th>To</th> <th>tal.</th> <th>Fully so scho</th> <th>predited, ols.</th> <th>Partially sch</th> <th>pocredited pols.</th> <th>Nonaceredi</th> <th>ed schools.</th>	-	unior high	ı schools.	Senior and bigh so	d regular	To	tal.	Fully so scho	predited, ols.	Partially sch	pocredited pols.	Nonaceredi	ed schools.
g s t 6 7 8 9 10 11 12 1 420,000 100 81,372,346 161 81,372,346 161 81,372,346 161 81,372,346 161 81,272,346 161 81,272,346 161 81,272,346 161 81,272,346 161 81,272,346 161 81,202,100 81,202,100 17,600,100	8 A	hools re-	Ι.	Schools re-	5-9-7-1-5-5-	Schools re- porting.		Schools re- porting.	Amount.	Schools re- porting.	- 1	Schools re- pordng.	Amount.
1	1	94	•	+	م	•	20	œ	•	10	11	21	138
1, 000 199 1, 783, 600 1, 783, 600 1, 783, 600 1, 180, 783 1, 180 1, 180		П	1 2 : : : :	8°8451	డ్రి క్రిక్కే ప్రేక్ష	181 8 823 171	\$1,382, 286, 286, 708, 256,	8.883	260,100 27,232 27,232 704,064 191,580	33.77	\$568, 316 2, 949 4, 486 • 58, 750		\$302,071
45 118,002 46 2,407 24 2,407 24 2,407 22 22,407 22 22,407 22 22,407 22 22,407 22 22,407 22 22,407 22 22,407 22 22,407 22 22,407 23 23,407 23 23,407 23 23,407 23 23,407 23 23,407 23 23,407 23 23,407 23 23,407 23 23,407 24 23,407 24 23,407 24 23,407 24 23,407 24 23,407 24 23,407 24 24,500 24 24,500 <td>: : : : : :</td> <td> chme</td> <td>1,000</td> <td>98 88 88 88 88 88 88 88 88 88 88 88 88 8</td> <td>1, 783, 407 328, 690 728, 516 2, 226, 703 1, 338, 616</td> <td>200 99 99 99 134</td> <td>1,783,407 322,600 725,023 2,220,578 1,378,716</td> <td></td> <td>1, 180, 793 12, 707 379, 456 1, 567, 252 700, 174</td> <td>• 61 93.4 93.4 153.4 153.4</td> <td>902, 614. 306, 983 251, 582 611, 714 188, 650</td> <td></td> <td>6,000 83,985 30,612 48,892</td>	: : : : : :	chme	1,000	98 88 88 88 88 88 88 88 88 88 88 88 88 8	1, 783, 407 328, 690 728, 516 2, 226, 703 1, 338, 616	200 99 99 99 134	1,783,407 322,600 725,023 2,220,578 1,378,716		1, 180, 793 12, 707 379, 456 1, 567, 252 700, 174	• 61 93.4 93.4 153.4 153.4	902, 614. 306, 983 251, 582 611, 714 188, 650		6,000 83,985 30,612 48,892
4.55,775 7.6 4.55,275 2.8 300,442 24 101,340 24 1,200,786 2.42 1,200,786 89 967,664 4 411,893 66 100,714 2.4 1,74 7 57,55 4 45,200 66 100,744 2.8 66 2.7 11,14 90 2,800 66 2.001,244 3.0 2.0 1.1 1.1 90 2,800 78 2.001,20 9.0 2.071,20 82 1.904,619 9 2,800 78 2.001,20 9.0 2.071,20 82 1.101,432 9 2,800 78 3.005,103 1.0 1.0 1.0 1.0 1.0 1.0 1.0 2.001,20 1.0 1.0 1.0 1.0 3.0 1.0 1.0 2.001,20 1.0 1.0 1.0 1.0 1.0 1.0 1.0 3.002,10 1.0 1.0		-	10,000	37,48	2, 490, 222 31, 990 21, 154	\$ 30 m 25	118,662 2,500,222 31,999 21,134 519,949		92,525 1,914,900 31,999 10,371 397,278	28 148 148 133 5	24, 197 528, 666 9, 333 10, 382	900 rg	1,970 56,576 56,576 11,450
2,071,204 90 2,071,204 52 1,964,189 9 30,705 29 566,181 41.2 256,181 102,465 11,615 196,382 9 83,476 8 114,916				822	1,200,798 102,749 102,749	82 - 88	455, 275 1, 200, 788 102, 749 150, 084		300, 442 997, 664 57, 5:9 1117, 134	2224	101,340	•	53, 463 91, 32% 11, 950 113, 953
				82221	2,071,204 566,103 1,327,323 196,392	8527	2,071,204 566,193 1,327,323 1986,392		1,964,619 354,718 1,161,895 83,476	* *********	30,705 211,475 162,465 114,916		75,880



STATISTICS OF PUBLIC HIGH SCHOOLS, 1917-1918. 291 "TABLE '85.—Expenditures during the year for sites, buildings, and other permanent improvements, 1917-18, in high schools classified as to courses and units of taxation. 185, 773, 848
185, 905
181, 905
181, 905
181, 182, 183
183, 901
183, 213
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18 Rural schools. 15 Classified as to units of taxation 28,500 161,150 185,000 3,200 34,508 3,100 3,110 84,131 112,47 49,380 147,812 22,30 36,100 \$3,096,231 Village schools (2,500–5,000). 77. - చార్య సమాజ్ర్య \$11,329,157 1,029,124 558,422 129,750 382,964 24,280 200, 400 200, 400 200, 400 378, 500 378, 500 378, 500 378, 500 378, 500 12, 500 1, 500 485 841, 748 29,088 291,000 301,461 56,582 City schools. Schools reporting. Two-year schools. Wone-year schools. Amount. report. Amount. \$22,175 20,000 2,340 1,975 11,975 11,985 370 370 11,283 Classified as to duration of courses Schools report-ing. 3222 Three-year schools. \$,000 4,000 4,000 5,520 14,005 140,015 17,73 81,270 Amount. Schools report-ing. 13 Four-year schools. Amount. Schools report-ing. 2445a 2123 87255 68525 883252 Connecticut
Delaware
District of Columbia
Floricia
Georgia United States 4



. . . . 292 BIENNIAL SURVEY OF EDUCATION, 1916-1918. TABLE 85.—Expenditures during the year for vites, buildings, and other permanent improvements, 1917-18, in high schools classified as to course and Rural schools. Schools Schools Amount. | report-ing. | ing. Classified as to units of taxation. 28.83 28.83 28.83 28.83 28.83 28.83 28.83 28.93 Village schools (2,500-5,000). 23 25,000 25 \$40,311 800 269,620 City schools. Schools report-ing. 24 com 25 com 1 com 1 - .10 Schools report- Amount. ing. One-year schools. 8 300 200 31, 228 12, 820 11, 800 41, 900 41, 900 4, 800 35, 947 Ameunt. Three-year schools. . Two-year schools. Classified as to duration of courses Schools report-ing. Amount. Schools report-ing. Four-year schools. Schools report-ing. East Trest the Trest strate Nobrach Newda New Hampabire New Jersey New Maxico New York North Carolina North Dakota. Obio Oklaboma. Pennsylvania Pennsylvania Rhode Island Bouth Carolina South Dakota



Table 86.—Volumes in libraries of all high schools in 1917-18, classified as junior and school as to credit.

•		II high	i school li	brazios		1	ligh school	ols çia	sified as	in er	edit.
States.	Junior high schbots.	regn Sc	ior and for high hools,	1		Full ited	y acereil- schools.	800	rtially redited chools.	acc	Non- redited hools.
	Schools re- porting Volumes.	Schools re-	Volumes.	Schools re-	Volumes.	Schools re- porting.	Volumes.	Schools re-	Volumes.	Bchool re-	Volumes
1	2 3	1	. 2	6	7	8		10		12	1
United States	95,56,937	12.536	5,709,926	12,631	9,766,863	6,360	6,656,304	4,275	1.406,742	1.998	613.817
Alabama Arizona Arkansas California Colorado	1 574 3 318 8 16, 124 3 550	161 28 135 263 129	58, 602 20, 301 47, 047 516, 694	161 32 138	58,602 20,875	94° 27 54 202	47, 823 19, 495	41, 5 53 47, 14	7,002 1,350 11,717 35,838 6,389	26 31	3,777 6,925 13,402
Connecticut Delaware D. Columbia Florida Georgia	1 1.412	69 21 7 96 189	5,333	21	5,333 21,181 35,241	56 10 33 54	91 181	11 24 60	1,320 8,243 19,714	39	3.728
ldaho Illinois Indiana own Kansas	4 600 3 1,895 1 800 4 680 7 5,180	110. 650; 627 660 490;	65, 789 473, 600 342, 413 391, 838 292, 902	114 653 629 664 497	66,389 475,495 343,213 392,514 294,082	60 375 597 313 99	15, [35] 39, [02] 47, 875 401, 291 328, 319 258, 115 149, 271	234 33 338 279	64, 876 9, 055 131, 738 123, 721	54	11,560 19,014 9,328 5,839 2,665 25,087
Centucky	1 50 5 950	247 192 161 85 216	74,842 70,689 37,443 57,134 150,342	248 192 162 85 221	74, 892, 70, 689, 37, 493, 57, 134, 151, 292	58 126 133 55 191	47,502 56,392 35,541 44,237 146,465	79 57 29 25 30	16, 233 12, 018 1, 952 6, 760 4, 827	111 9 8	11, 157 2, 279 2, 137
tichigan tinnesota tinnesota tississipsi tississipri tissouri tontana tebraska tevade tevade	8 6.310	- 1	392, 281 466, 208 53, 869 433, 499 84, 884	472 369 144 541 117	395,711 466,208 53,869 433,408 84,884	240 200 97 234 59	329,017 352,150 45,616 300,395 65,565	227 4 19 253 54	67, 904 3, 396 4, 037 109, 624 19, 319	28 51	1,770 110,632 4,216 14,:::
ew Jersey ew Mexico	1 960 3 644	.406 21 72 135 40	126, 638 15, 300 28, 138 145, 206 19, 289	409 21 72 136 43	127, 188 15, 300 28, 138 146, 256 19, 937	77 15 62 116 24	44,330 12,825 26,717 137,556 15,722	188 5 10 20 19	60,070 2,460 1,421 8,700 4,215		22,789
orth Carolina orth Dakota hio klaboma	3, 1,350 8, 4,025 4, 1,500	236 216 827 300	.024, 093 62, 900 141, 298 601, 232 233, 026	705 1 236 219 835 304	,028,427 62,909 142,648 605,257 231,526	508 18 58 443 101	911, 121 12, 005 67, 696 439, 149 77, 361	197 210 73 374 42	117,306 50,799 49,280 161,931 10,743	18)	105 25, 702 4, 177 46, 422
regon		171 878 19 108 186	93, 819 403, 242 20, 085 37, 131 105, 988	174 879 10 108 186	97,339 403,392 20,085 37,131 105,988	38 314 17 24 81	46,694 281,385 19,760 18,420 70,945	117 546 2 58 11	44, 785 115, 772 325 14, 058 4, 157	19 19	5,860 6,235 4,653 30,886
nnesse	5, 1, 175	1% 614 36 70 331	69,705 301,731 26,347 27,915 101,919	199 616 41 70, 332	69, 105 302, 833 27, 822 27, 915 102, 519	81 258 31 55 94	49,672 216,551 25,708 22,005 56,016	57 189 10	11,485 48,309 2,114 6,916	169	8,548 37,973 5.820 38,587
ashington est Virginia isconsin yoming	1-1,200	274 149 356 34	223, 930 115, 755 411, 296 15, 709	274 148 357 34	223,930 115,755 412,496 15,709	164 71 274 20	186, 574 79, 018 874, 651 13, 560	30 77 74	13,560 36,737 32,484 2,149	80	23, 796 5,361

Sebools reporting 8 9.767 9.767 121 232 90 271 126 126 127 127 127 128 128 128 128 128 128 128 128 128 128		High schools classified by duration of courses	lassified b	y duration	of courses				High set	High schools classified by taxing units	fled by tax	ing units.	
Schools reporting. 8 8 121 121 122 232 90 90 126 127 126 127 127 127 127 127	1	Three year schools.	r schools.	Two-year schools.	schools	One-year schools.	schools.	City high	City high schools.	Village (2 high s	Village (2,500-5,040) high schools.		Rural high schools.
	et	Schools reporting.	Volumes	Schools	Volumes	Schools	Volumes	Schools reporting.	Volumes	Schools reporting.	Vólumes	Schools reporting.	Volumes.
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12.38.28.28.29.29.29.29.29.29.29.29.29.29.29.29.29.	8 050 130	1 828	143.697	1.013	265,278	88	8,749	1,346	2,467,041	. 698	704,455	10,687	5, 595, 367
6 daho 85 500 500 500 500 500 500 500 500 500	38.8.8.8.8.8.8.8.8.8.8.8.8.8.8.8.8.8.8.	వి ్లు ⊶ బం బర్జి ఇత్తిచ్చారి చెండ	3, 581 50 60 80 80 80 80 80 80 80 80 80 8	21 EI 22 11 21 x \$982.50 21 x x	2, 387 1, 289 3, 44 1, 289 1, 289 1, 2, 289 1, 2, 429 1, 3, 44 1, 3, 44 1, 3, 44 1, 3, 44 1, 3, 44 1, 3, 44 1, 4, 4, 4, 4, 4, 4, 4, 4, 4, 4, 4, 4, 4,	3 3 3	325 40 1,180	22187 F 6 - 2428 %32	5 + + 5 2 2 2 2 2 2 2 2 2	54557 4 x 5 58888 774	18, 98 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	25-150	25 25 25 25 25 25 25 25 25 25 25 25 25 2
3 5 5 7 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	83.3.3.3.3.3.4.5.3.3.3.3.3.3.3.3.3.3.3.3.	-		•	22.2	~ ~	33.00		C	75025	43,147 38,031- 6,555 34,061 34,061 450		



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7	• .	STATISMICS	OF PUBLIC HIC	ж 3H SCHOOLS, 1917-1918	. ·295
	112,987 13,400 13,263 02,624 16,184	429 607 607 607 412 412 817 815 815 815			
	391 255 373 374	222 222 222 232 24 25 25 25 25 25 25 25 25 25 25 25 25 25	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		,
:	5,050 1,500 2,775 12,832 1,600	100, 275 5, 310 3, 466 31, 497 14, 914 51, 975 7, 950	2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2		
	12.47.2	12 22 22 2 2 C C C C C C C C C C C C C C	5221 42 51171	- -	
· ·	9, 151 12, 100 71, 500 2, 153	284, 723 1840, 216 18, 216 16, 220 23, 280 176, 182 17, 182 17, 182 17, 182 17, 182 17, 182 17, 182 18, 182 18, 182 18, 182 18, 182 18, 182 18, 182 18, 182 18, 182 18, 182 18, 182 18, 182 18, 182 182 183 183 183 184 185 185 185 185 185 185 185 185 185 185	2,000 2,000 2,000 2,000 2,000 2,000 2,000 2,000 2,000	-	
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	4,515 510 446 3,000 950	19,992 1,476 1,476 12,114 8,919 7,890 7,890 7,890 7,890 7,890	5, 24, 4, 4, 4, 4, 4, 4, 4, 4, 4, 4, 4, 4, 4	No.	
	1-004	814 <u>4</u> 2 06000			
	2 6	18,079 7,726 10,474 10,740 11,111 13,453 5,490	paneceway		
,	8444	844 <u>8</u> 7 + 8	88-22-88	·	9 x
	109, 691 13, 975 26, 717 140, 691 18, 267	25, 25, 25, 25, 25, 25, 25, 25, 25, 25,	28, 38 27, 58 27, 58 22, 32 8, 219 102, 18 102, 18 14, 860		• '
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	Nebraska New Hamps New Jersey New York	Marie Marie Marie			
7	22.00	e de la Companya			(market for



BIENNIAL SURVEY OF EDUCATION, 1916-1918.

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Table 88 - Average number of volumes in high-school libraries, 1917-18.

States.	high"	116.07	ited.	In non- secred- ited high schools	In city high schools	ln village hlgh schools	In rural high schools	In four- year high schools	In thtee- year high schools	ln two- year high schools	In one- year high schools	In junior hlgh schools
1	2	3	4	ត	6	7	8	9	10	11	12	18
U.S	. 694	1,047	343	323	1,9%0	1,009	524	825	244	252	302	590
AlabamaArizonaArkunsasCahforniaColorado	364 652 343 1,966 983	509 722 532 2,394 1,490	171 276 221 762 456	223 609 348	883 563 695 3,802 2,669	394 313 725 1,496 1,355	313 787 266 1,521 647	435 652 425 1,966 1,021	128 226 50	95 206		144 106 2,016 183
Connecticut Delaware Dist.Columbia. Florida Georgia	970 254 3,026 367 372	1,146 401 3,026 459 725	120 343 329	266 304 159	2,435 250 3,026 440 1,577	979 494 421	500 174 350 248	1,014 348 3,026 421 482	326 60 216 229	28 98 181		·
IdahoIllinoisIndianaIowa	547 591	790 1,070 579 825 1,710	277 274 390 443	352 212 208 205 211	2,398 1,864 1,517 1,299 2,356	1,219 965 848 944 1,019	494 585 454 545 460	568 663 640	230 222 253 304 151	275 202 235 265 121		170
Kentucky Louisiana Mainc Maryland Massachusetts.	302 368 231 672	819 448 267 877 767	205 111 67 268 161	101 253 427	882 1,477 1,059 1,850 1,428	1,079 758 134	170 270 160 515 279	340 378 245 730 698	80, 69 258	72 222 59 130 283		. 30°
Michigan Minnesota Mississippi Missouri Montana	848 1,263 373 901	1,371 1,761 470 1,322 1,111	299 849 212 429 333	354 670 151 268	2,318 3,577 1,198 2,478 1,835	2, 157 2, 241 656 1, 419 450	592 1,012 230 637 678	991 1,331 471 1,143 880	151 400	254 979 167 279 280	350 251	
Nebraska Nevada N. Hampshire. New Jorsey New Mexico	311 729 391 1,075		320 492 1142 435 232	158	1,609	459 750 694 755 800	289 726 237 835	431 63	408 244 285	74 500	50	
New York North Carolina North Dakota. Ohio Oklahoma	267 651 725	1, 167 991		53 281 232 909	1,815	1,857 408 1,733 984 648	626 541	301 794 882	167 825 371	134 260 252	36 168	450 508
Oregon	1,057	1,162 767	212 163 242	179	1,295 1,527 467	1,392 597 883 1,417	267 535 278	586 1,162	196	172 163 256	 	150
Tennessee Texas Utah Vermont Virginia	671	943 9 821 7 405	256	383	1,240 2,012 721	553	2 406 367	652 3 724 7 384	2 205 4 50 5 125	156 132 3 534		551 296
Washington West Virginia Wisconsin Wyoming	78 1,15	2 1,127 5 1,36	7 477	59	1,605	1,74	5) bum	6 925 6 .1, 16	9 38	391		1,200



^		States. report.	94 94,	U. 8. 13,257	Alsborns 191 Arfanss 22 Arfanss 148 California 776 Colorado 133	Connecticut. 70 Delaware. 26 Dist. Colum. 7 Florida. 1119 Georgia. 224	ideho Ilinois 656 Indiana 683 Iowa 670 Kansas 507		Medigan 500 Minneors 392 Mindsetppi 167
		dents in these schools	, *	1,652,707	18,255 3,951 12,767 91,813	82 27.4.0.0.8. 27.4.0.0.8. 27.4.0.0.8.	9,641 108,518 61,654 66,813 51,238	20,827 11,037 11,651 21,949	8 8 2
	Salari	In junior high schools.	*		6,000 84,045 87,373	006	24,065 7,750 13,717	2.085	28, 973 11, 983 11, 200
. 1	rs and exp	Penior high schools	49	\$356, 612	2,700 12,205 5,550 7,513	1,500	11,296 8,575 31,751 15,756 21,280	9,000	35.00 35.00
Table 89.—Expenses of instruction in all high schools reporting. 1917-18	Salaries and expenses of principals.	In regular high schools	•	\$272, 421,\$356, 612 \$16,235,550	253, 672 40, 215 167, 346 643, 386 192, 139	127,610 30,198 20,100 187,629 269,423	1,072,125 670,125 670,746 670,746 546,988	283. 277. 285.922 47.989 289.	196, 459 444, 836 206, 148
Expen	Salari	In junfor high schools.	-		1,285		1,400 10,609 1,395 2,355	4.200 750 1.781	3,271
ses of in	- es and expe supervisors	rn senior high schools	ac	\$95, 128 \$185, 765	13,000		43,837 4,837 8,237 8,237 8,437	27,87.3	14,600
struction	Salaries and expenses of supervisors.	In regular high schools.		\$3,466,403	39,469 509,462 66,478	31,000 31,000 31,140	16,070 183,378 42,578 20,614	17,485 37,735 38,096 11,300	72,209 3.400
in all hig	Salari	In junior hugh schools.	10	\$2,249,275	16, 171 11, 844 535, 969 22, 287	3, 825	28.00 28.00 28.00 28.00 29.00 20.00	24, 160 1, 200 130, 033	81.5° c.
h schools	Salaries and expenses of teachers.	remior high schools.	=	\$2,061,792	86, 108 88, 823 16, 697	4,83	76, 673 120, 648 88, 850 151, 323	, 30, 627 5, 200 217, 106	144,398 140,949 7,075
reporting.	lo sasu	regular high schools.	2	\$64,589,642	460,168 204,549 306,246 4,728,652 921,73	928, 700 97, 075 364, 675 248, 097 364, 337	344,081 2,132,692 2,335,487 1,693,291	534, 351 566, 902 394, 657 445, 286 3, 255, 996	2, 236, 198 2, 228, 436 354, 167
1917=1.		In junior high schools.	22	\$33.231	964 75 75 1.207		2000 2000 2000	50 750 4, 490	3,465
	Cost of textbooks.	senior high schools.	,=	\$31,0%7	1,000	*	3.33 24 25.03 8.03 8.03 8.03	350	6,868
	ooks.	In regular high schools.	16	\$1, WK3, 060 \$169, 314 \$199, 5K5 \$5, 559, 262	3,845 13,888 13,888 17,44	8, 170 8, 170 150 150 150 150 150	43,540 16,856 16,424 10,149	8,925 36,064 25,329 105,329	5.365 5.365
	Cost of	In junior high schools.	9	\$168.314	1, 446 25, 080 2, 390	1 ; ; ;	12 390 15 580 18	: :	1,63
	Cost of supplies and other expenses of instruction.	In senior high schools.	- 11	\$199,5%	17,019 1,800 8,658 1,209	1 1 1 1	3,074 3,534 4,471 5,630		10,897
-	and othe	In regular high schools.	18	£5. 559, 26	28, 641 28, 641 34, 678 34, 678	76.662 1,040 19.470 21.545 52,254	28, 251 190, 976 182, 281 182, 281 183, 281	28 88 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	221.311 181.924

STATISTICS OF PUBLIC HIGH SCHOOLS, 1917-1918.



TABLE 88.—Expenses of instruction in all high schools reporting, 1917-18—Continued.

	ż	Salares	Salares and expenses of principals.	enses of s.	SalaHe	SalaHes and expenses of supervisors.	nenses of	Salaries	Salaries and expenses of teachers.	see of	8	Cost of textbooks.	ooks.	Cost of si expense	Cost of supplies and other expenses of instruction.	nd other uction.
Schools report- ing.	dents in these schools.	In Junior bigh chools.	In senior high schools.	In regular high schools. s	In junior high schools.	In sentor high schools.	In regular high schools.	In Junior high schools.	In senior high schools.	In regular high schools.	In Junior high schools.	In senior high schools.	In regular hugh schools.	In junior high schools.	In senior high schools.	In regular high schools.
01		- 4'*	. 49	•		•œ	a	91	Ξ.	91	82	= (15	91	11	20
ë	30, 332	\$6,536	\$14,878	\$379,203		\$1,000	\$41,858	531,272	\$53,211	\$1.071,647	\$5,960	\$5,797	\$120,401	\$4.643	\$5.378	\$115,709
ಷ೯	- 6 8 8 8 8	9		32.8		001	17,511	6,542	31,932	274,205	375	2 2 2 3 3 3	26, 444	£ 8	2. 305 600	35, 403 178,801
<u> </u>	9 9 9 9 8 8 8 8	28	2,000	50,720	\$750	.8	2,300		12,375	155					5,500	12, 9%
-	160,517		21,450	1,067,842	6,700	6.070	7.53,633	164,090	90,350		136	ā	335,663	34, 823	12.399	375,395
<u>88</u>	11,62	:•		88	: :	2,600	21,042	26,953	13, 143	424,370	973	1,390	8,7	2.220	30,00	60,023 216,095
_	25,25 26,25	5.275	33.45 9.250		3.50	+3			•			:	9,531		10,963	96, 306
	10, SE			218,	2,000	115 520	20, 975	34.36×	7. Z. Z. Z. Z. Z. Z. Z. Z. Z. Z. Z. Z. Z.	518,397	7, 438	3,467	2,755 218,213	1,650	3750 2,413	361,605
212	, N.)	•		31.039	:		18,151	:	+	250,173	-		5,343			6.972
N S	10,872	1,710		218,958			11, 570	3.500		436, 743			3,503			% %
217	17,675		1.200	245.055	:		2,250		.×.500	3X, 07, 5X5	- :	- - - -	1.258	150	63	24,863
S	59,713	6.60	:	684.133 133	13.300				22 38.5	N		9	1.57		3	£.623
358		- :	9,4	8.55	1.925	30	5, 725	15.853	:	233,613	25 E	- :	9,329	:	£ :	8,58
ž	24,600			415 192			125,200			1.78		:	40,376			10,635
<u>,</u>	8	9	4.310	212, 406	7,075	8.24	18, 753	12.00 10.00 10.00 10.00 10.00 10.00 10.00 10.00 10.00 10.00 10.00 10.00 10.00 10.00 10.00 10.00 10.00 10.00 10.00 10.00 10.00	37,544	1,662,73	#35 #35	= :0 \$ \$	10.45 48.954	1. 125	700 700 700	3.75 3.65 3.65 3.65 3.65 3.65 3.65 3.65 3.6
38	8 89 3 89	~ :	- 1	à	` :	: .				13			7.925	: -	 	16,200
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		9	•													



Table 90.—The cost of instruction in all high schools, distributed as to function, and the average salary of all high-school principals in 1917-18.

1		. States.	Totalcost and ofin-struction.	Total expended for saluries.	cent spent for salaries.	Total cost of text- books.	textbooks.	Other expenses.	spens	Salaries an penses of cipals	orin-
Alabama. 772,841 42,34 723,818 93,7 7,753 1.0 41,270,5,3 23,672, 1.3 Arizana. 373,104 94,69 313,233,87,7 4,800 1.3 35,002 15.0 48,915 2.2 Arizanas. 628,441 40,22 590,103 93,9 6,507 1.0 98,461 2.7, 665,309 2.4 Coloradio. 1,327,948,65 60,1218,825 91,8 19,673 1.1 98,461 2.7, 665,309 2.4 Coloradio. 1,327,948,65 60,1218,825 91,8 19,751 1.5 98,461 2.7, 665,309 2.4 Coloradio. 1,327,948,65 60,1218,825 91,8 19,751 1.5 98,461 2.7, 665,309 2.4 Coloradio. 1,327,948,65 61,25 94,575 95,4 19,9 61,19 751 1.5 98,461 2.7, 665,309 2.4 Coloradio. 1,427,19 2.5 1.4 1.1 1,4			:		· -	ļ,	<u></u> ;		·· —	10	nge.
Alabama, 772, 841 42, 34 723, 818 93, 7 7, 753 1, 0 41, 270, 5, 3 23, 672, 1, 3 Arizona, 371, 104 94, 69 313, 323, 817 4, 490 1, 3 50, 672 15.0 48, 915 2, 2 Arixona, 628, 441 40, 22 390, 10, 93, 94, 96, 571 1, 98, 461 82, 1 63, 700 1, 125, 700 1,		, United States	\$97, 437, 127 \$ 58	 : 96 \$ 89,512,588	91.9	\$1,997,378	2.0	85, 927, 161		\$16, 904, 583	\$1,272
Delawase		Arknusus Californa	374, 104 94 628, 441 49 7, 621, 589 83		93.7 83.7 93.9 96.2 91.8		1.3 1.0 1.1	56, 062 31, 741 965, 416	5, 3 15, 0 5, 1 12, 7	253, 672 48, 915 163, 790 685, 309	1,328
Indiana	1	Delawage	140, 792 57 424 195: 61	. 54 133, 573 . 25 404, 575 . 96 416, 726	94.9 95.4 95.0	6, 179 150 470	4.4	1,040 19,470 21,545	4.6 4.9	30, 198 20, 100 137, 629	1,823- 1,161 2,871 1,157 1,213
Louisiana	,	Indiana	3,542,277 57 3,451,134 61	. 68 6,406,651 . 45 3,302,527 . 83 3,195,194	92.7 93.2 92.6	44,064 16,695 67,999	2.0	4.59 6.56	6, 7 6, 3 5, 4	1 091 000	1,394 1,656 1,076 1,036 1,148
Missoiri 2, 199, 1818 48, 77 2, 550, 847 94, 6 22, 649 8, 122, 342 4, 6, 531, 258 9 Montana. 1, 021, 787 96, 95 878, 450 86, 0 63, 314, 6.2 80, 023 7, 8 200, 800 1, 6 8 Nevade 1, 1857, 882 61, 25 1, 596, 694 80, 1 132, 458 7, 1 125, 730 6, 8 40, 706 9 8 Nevade 1, 183, 903 150, 78 140, 790 85, 9 4, 584 2.8 115, 520 11, 3 40, 585 1, 9 New Hampshire 501, 184 53, 69 43, 806 8, 8, 8, 106, 56 38, 398 7, 6 101, 216 173 New Jersey 3, 510, 1028 69, 04 32, 227, 708 91, 8 107, 529 3, 1 17, 701 5, 1 284, 146 173 New Mexico 257, 972 72 36 237, 010 91, 9 1, 8 107, 529 3, 1 17, 701 5, 1 284, 146 174 New York 10, 708, 650 66, 71 9, 926, 693 92, 7 357, 340 3, 3 424, 617 4, 0 1, 067, 942 1, 38 North Carolina 860, 709 77, 74 755, 549 87, 8 41, 124 4.8 64, 126 7, 4 207, 441 1, 18 Ohito 5, 607, 320 52, 77 5, 324, 508 94, 9 59, 657 1, 1 221, 155 4, 0 900, 272 1, 20 Oklahoma 1, 500, 778 5, 56 2, 1307, 988 94, 9 59, 657 1, 1 223, 155 4, 0 900, 272 1, 20 Oklahoma 9, 42, 681 48, 75 896, 992 94, 4 6, 289, 131 6 299, 296 6, 3 1, 12 224, 155 4, 0 900, 272 1, 20 Oklahoma 9, 42, 681 48, 75 896, 992 94, 4 8, 343 2, 6 7, 760 2, 7 7 80, 22 7 1, 307, 988 94, 9 8, 343 2, 6 7, 760 2, 7 7 80, 22 7 1, 300 14 14 14 14 14 14 14 14 14 14 14 14 14		Louisiana	\$83,428 62 703,136 43 620,863 53 4,802,558 60	. 94 851 695 . 66 638 473 . 29 573 512 . 07 4 435 150	96.4 90.5 92.4	4, 912 37, 164 25, 329	.6; 5,3; 4,1;	26, 821 29, 499 22, 022	3.0 4.2 3.5	277, 058 209, 570 116, 930	980 1,406 1,127 1,360 2,098
New Hampshire		Minnesota	3,666,410 52 3,322,369 68 623,783 49 2,696,038 48 1,021,787 96	. 77 2,550,847	94.6	114,064 6,367 22,649	3.4 .9	41,541 122,542	5, 9 6, 6 4, 6	208,748 551,258	1, 120 1, 216 1, 250 944 1, 646
North Carolina 663,010 37,63 624,592 94,2 6,351 1,0 32,047 4 284,815 90 North Dakota 860,709 77,74 755,546 87,8 41,124 4.8 41,26 7.4 397,441 1,1.1 1.1 1.2 1.2 1.1 1.2 1.2 1.1 1.2 1.2 1.1 1.2 1.2 1.1 1.2 1.2 1.1 1.2 1.2 1.1 1.2 1.2 1.1 1.2 1.2 1.1 1.2		Nevada	163, 903 150. 501, 184 53. 3, 510, 028 69.	. 78 140, 790 . 69 434, 806 . 04 3, 222, 798	85.9 86.8 91.8	4,584 28,110 107,529	2.8 5.6 3.1	18,529 38,268 179,701	11.3 7.6 5.1	40,585 104,216 284,146	930 1,933 1,371 1,946 1,408
Rhode Island	•	North Carolina, North Dakota	663,810 37. 860,799 77. 5,607.320 52.	.63 624,592 .74 755,549	94.2 87.8	6, 351 41, 124 59, 657	1.0 4.8 1.1	32, 067 64, 126 223, 155	4.8 7.4 4.0	2%5, %15 - 367, 441	1,389 979 1,189 1,28 1,037
Texas . 2, 359, 197, 56, 281 3, 188, 113, 94, 9 16, 325 5 15 154, 754 4, 6 60, 332 1, 6 Utah		Rhode Island South Carolina	315, 460 56, 294, 934 40.	.36 6, 258, 360 .06 299, 366 .16 287, 422	90.6 94.9 97.4	279, 118 8, 343 540 3, 593	4.0 2.6	374, 961 7, 760 6, 972	5. 4 2. 4 2. 4	1, 119, 839 31, 039 121, 713	1,261 1,189 1,826 998 1,180
West Virginia		UtahVermont	407, 831 45,	.26 3.188.118	94.9	16, 325 6, 710 9, 782	1.2	154, 754 9, 148 20, 879	4.6 1.7 5.1	600, 932 62, 146 104, 129	1,135 1,092 1,942 1,370 997
	_	West Virginia	980,035 56. 2,530,776 50.	.64 901, 689 23 42, 240, 124	92.0 88.5	11,337 50,144	1. 2 2. 0	67, 009 240, 508	6. 8 9. 5	220, 571 514, 623	1,469 1,442 1,402 1,402



300	· •		2277	210	SURVEY	1,231	8.8.3.0. 8.8.3.0.	, 1916–1	287 280 277 277	£8.5	
4	•	Average salaries of principals.	<u>**</u>		ਜੋਜੇਜੇਜੇ 	44	1 1		<u> </u>		
	ools.	Salaries of principals.	21	\$4,549,399	83,173 8,230 82,440 83,678 17,290	15, 430 27, 239 82, 451	240,329 32,154 325,566 305,541,	98, 148 72, 891 28, 211 28, 425 45, 375	207, 476 4,350 26,460 218,974 81,733	165, 101 0, 925 8, 662	•
-18.	ted high scho	Cost per student.	= *	08.4.30	60, 69 199, 10 62, 57 111, 10 64, 74	4 61.74 72.80 52.95	67, 42 8%, 40 7%, 62 62, 53	48, 48, 48, 48, 48, 48, 48, 48, 48, 48,	2.1.8.8.8.8 2.1.8.8.8.8 2.1.8.8.8.8	문변경 유교육	١
, ioola, 1917		Instruction rosts.	. 01	\$11,551,648	111, 624 24, 290 129, 209 451, 737 56, 390	38, 469 53, 437 223, 091	873,246 1,124,839	211,936 178,014 30,004 69,415 118,013	416;344 27,708 67,708 430,601 171,455	727, 364 16, 273 18, 019	
icd high sc	l'ari	Students in these schools.	·	179,047	2,202 1,22 2,045 4,414 871	629	8,385 656 11,103 17,99	2,540 2,006 7,81 1,004 1,960	7,532 328 1,257 8,000 1,376	10, K50 94 215	
ılly accredi		Schools	x .	4, 197	25 - 50 + 1. 0 + 10 + 10 + 10 + 10 + 10 + 10 + 10 +	1 16 26 57	241 335 343 288	252 252 252 253 253 253 253 253 253 253	245 257 257 257	191	
d in partic		Average salaries of principals.	t•	£1,557	1, 60 H	2,906 1,477 2,871 1,725 11,725	1,536 2,161 1,098 1,140 1,630	1, 206 1, 400 1, 252 1, 516 2, 252	1, 386 1, 295 1, 112 1, 161 2, 063	2,124	
xredited an		Salaries of principals.		\$10, 139, 425	158, 798 42, 685 77, 105 640, 973 128, 627	112,312 14,768 20,100 58,640 94,184	806, 164 677, 543 355, 659 145, 101	88,989 88,889 88,386 88,188	346,519 289,308 145,405 280,911 119,067	31, 976 31, 860 96, 524	
in fully a	high school	Cost per student	20	\$58.37	5-2-4-8-2 2-2-4-8-2 2-2-3-3-3-3-3-3-3-3-3-3-3-3-3-3-3-3-3	22.25.2 22.25.2	57,74 63,39 57,49 47,29	44. 41. 43. 43. 43. 43. 45. 73. 60. 07.	652.60 66.42 49.87 47.64	55.36 149.66 52.98	
91.—Cost of instruction in fully accredited and in partially accredited high schools, 1917-18	Fully accredited high schools	Instruction costs.	+	181, 337, 561	569, 072 349, 814 401, 607 6, 924, 150 1, 125, 313	1, 194, 403 1002,328 424,195 259,991 368,485	489,947 6,297,170 3,439,179 2,554,301 1,338,080	573 674,739 684,739 684,738 7,884,788	3,241,280 2,817,158 495,502 2,189,361 847,333	878,201 144,270 484,165	~ *
, jo 1807—	Ful	Students in these schools.		1,003,497	11,738 8,538 10,000 17,100 17,100 17,100	22,950 1,818 6,926 5,379 10,682	99,343 60,349 44,443 89,337	13,068 11,652 16,324 77,989	• 61, 625 42, 417 9, 835 45, 856 9, 163	15,864 944 9,120	
TABLE 91.	1	Schools reporting.		6,514	8538	85,43	82238	15 25 25 25 25 25 25 25 25 25 25 25 25 25	250 250 250 250 250 250 250 250 250 250	\$22&	•
		•									•
		States	1	United States	Alabatha. Arisona. Arisonas. California.	Connecticut Delaware Distr Colombia Florida Georgia	idaho Ilinois Indiana Iowa Kansas	Kentucky Louisians Matha Maryland Masschusetts	Michigan Minnesota Medestrpi Lisour Montana	Nebraska Nevada New Hampshire	



é	4 🕶	_		STATIST	rics of	PUBLIC	HIGH	SCH	OOLS	s, 1917— 19	18.	301
•	1,236	100 35	9000	1,167 906 800,1 1,021	296,1	85. 85. 85. 85. 85. 85. 85. 85. 85. 85.			,			
	21, 989	215, 971 274, 128 82, 875	337, CS5 42, 310	142,392 135,328 1,000 1,000	28 128 28 728 188 788 9	39, 50 10, 50 10, 600		4	•	•		٠
		823	87	82=8		228E	_			•		
	84 55 52 55	241 640 241 640 241 878	797, 568	1,014,692 2,915 130,253	123, 248 42, 143 42, 143 51, 143 52, 153	222 222 212 212 212 212 212 212 212 212	-		*	•		
	1,239	5,007 12,370 2,827	14, 407	4, 256 10, 929 3, 376	2,521 7,921 643	2, 2 85, 2 827, 8 820, 8 820, 8	-			,		~
	23	108 278 73	319	25.25.25	200	13 730	-			.•	. 4	
	2,057	1, 780	1,207	1, 608	2,104 1,578 1,943	1,044		•	•	,	•	SI 18
	259,157	881,971 31,229 78,576	135, 187	1889 E	120, 106 355, 826 52, 639 126, 710	274, 514 131, 903 412, 487 30, 770		,			.	.:
- ;	67.8 67.61	35.55 8.375	45.97	\$23.58 \$25.22	46.74 47.74 42.78	51.98 51.98 70.00			-		•	
	1, 124, 583	10, 227, 740		37.236 312,236 137,418 137,418	2, 196, 570 499, 335 360, 373 642, 506	2,135,244 2,262,642 196,286						#5
	49, GOO 2, 8941	82.4.9. 83.4.9.	38	14,776 107,001 5,599 3,137 7,718	12, 968 10, 459 10, 459 15, 018	32,019 14,578 46,432 2,790						
	2128	82.28	113	±8558±	EE88	74 74 278 19	-			٠.		
,	v Metico.	York. Th Caralina. Th Dakota.	home	Oregon Pennsylvania Rhode Laland South Oscolina Scorth Dakota	Tuncape Tuna Tuna Tuna Oppina Variance	Weakington West Virginia Wecomin						



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	11	٠,

	es of Average salaries of pals. principals.	13	, 436 - \$2008	17, 838 997 16, 725 929 5 750 1 150		12,225 75,016 834 19,407 844 68,056 920 19,840 902	22,642 8,8% 6,978 3,900 5,970 1,190	81, 148 97, 351 91, 385 104, 054 22, 195	38 980 810 1, 250 1, 250 5,032 647 6,600 1,100 4,170 .
· · ols.	Salaries of principals.	22	\$1,031,436					•	ಹ್ಲೆ⊣ದಲಿಸಿ ———
1917-18. rear high schools	Cost per student.	=	\$60.94	88 E	**************************************	• 91. 45 63.78 78.55 63.78 68.62	98822 83388 83388	88.48 88.48 88.48 81.28 81.28	58 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
TABLE 92.—Cost of instruction in nonaccredited and in two-year and one-year high schools, 1917-18 Nonaccredited bigh schools. Two and one year high	Instruction costs.	01,	\$1,516,742	21, 728	2, 2, 300 2, 649 640 640	88.29 28.29 20.28	28.89.4.11 008.09.4.11 1.88.2.28.8.12	113, 676* 46, 331 11, 701 11, 246 31, 985	1,783 1,614 9,554 14,610 7,500
-year high	Rendents in these schools.		21.685	E 8	33.53	227 1,407 308 1,349 351	282 130 130 130	1,660 602 227 2,488 188	745 111 104 157 62
rr and one	Schools reporting.	ac.	1,162	<u>8</u> × ·	2-	=882 =882	Öxanı	38 12 14 19	÷ ∞ ≪ &
ın tuo-yea	Average sularies of principals.	· .	696\$	1,136	1,063	1,250 789 819 869 1,010	805 1, 166 858	1,238 1,134 858 842	11.800
ediled and	Salaries of principals.	•	\$2,175,759	31, 700 44, 245 41, 657	15,298	25, 506 25, 507 28, 384 13, 639 131, 323	110,343	6, 190 203, 071 36, 863 51, 373	132,629
in nonacc	Cost per student.		P.1.9	25.05 25.05	\$ 1 88 8 24	\$ 288.E. 2888E	55. 40 80. 96	127.38 84.65 43.94 57.37	25. 25. 38.
instruction in nonacc	Instruction costs.	•	₩, £37, 918	205,725	36,975	183, 005 40, 262 45, 100 23, 567 278, 648	179, 440 30, 685 6, 630	477, 603 477, 603 60, 406 76, 076	3,360
-Cost of 1	Students in these schools.		79,563	1,313	3,477	2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2	3,239	5,642 1,352 1,326	3,618
ABLE 92	Schools reporting.	64	2,246	888	55 50 50 50 50	54 45 31 130	137	• 179 61 61	25 1
	States		United States.	Alebana Arbanas Califonia	Comecticut Delaware Pretch Georgia	Carlos Habbos Indiana Lora Konsa	Kentuchy Loudstans Maryland Maryland Maryland	Michigan Minescota Minescota Minescota Minescota Minescota Minescota	Netrada New Hampshire New Mexico



25. 12. 12. 12. 12. 12. 12. 12. 12. 12. 12	1,723 6,307 1,305 6,307 2,806 2,806 2,138 2,873 2,873 2,138 2,873 2,138 6,673 6,673 8,141 1,688 1,906 1,1688	86, 960 1, 021 37 515 43, 061 88, 65 14, 415 7.59 86 7.53 40, 665 53, 91 14, 02, 040 869 56 1, 064 74, 428 74, 21	18,730 18,730 1,217 5.2 2,055 128,078 62.32 21,153 1,085 1,085 7,0	909 83 737 32,594 44,28 809 83 870 85,010 66,68 2 849 14,283 17,28 312 28,311 60,73 847 47 713 60,51 56,87	389 43,132 110,88 385 28,978 75,27 131 17,729 135,34 4,286 99,89			
		1, 753 3, 408 1, 753 158, 016 315 27, 375 6, 307 401, 296				•	*	•



TABLE 93.—Cost of instruction in four-year and in three-year high schools, 1917-18:

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Continuity Con	Four-year high schools.	Schools Students Instruction Cost per Salar reporting, schools, schools.	14	10,466 1,573,210 \$82,157,216 \$58.58 \$14,004,348	16,674 686,920 41.20	22 3, 801 374, 104 97-05 47. 85 127 (510 47. 8	20, 123 1, 317, 530 65, 47	23,650 1,228,977 51.88	9 9 120 404,667 41.7 11.1 116 114,134 539,811 38.19 116.	9, 265 579, 960 62, 60	638 60,973 3,444,753 67.15 67. 536 83,086 3,234,849 611.92 55. 464 50,406 2,689,975 53.54 54.	141 138 153 153 153 153 153 153 153 153 153 153	222 79,700 4,774,492 54,91	394 67,403 3,534,517 52.44 465 341 47,523 3,24,128 68,47 49,91 109 10,494 533,732 49,91	10, 121 055, 266 94.38	311 27,842 1,681,625 (20.40 298
Schools Students Instruction Cost	1		<u> </u>		88	520	188									29%, 610 960
Three-year highs costs. 10 10 10 10 10 11 10 11 12 13 14 15 16 17 17 17 17 17 17 17 17 17	-	Schools reporting.	ac	_			-									22
9 year high schools student. 11	Three		 	-		<u>:</u>										1,745
4 F	≻year high schα	22				<u>.</u> 			<u>:</u>							73.64
8 salaries of printicipals. 12 18 (828,799 19 (100) 19 (100) 19 (100) 19 (100) 10 (100)	ોક.		22		<u> </u>	<u>:</u> _	_									

New Beriesy New Mexico. New York dorth Carolina. North Daktota.												
ima	131	3,416	3, 469, 011	20.05 20.09	286,943	2, 03s 1, 4xb	c	33.5	26, 407 I	91.60	10,603	1,178
CORDS	252 162 162 143 143	13, 2% 15, 2% 15, 2% 27, 835 20, 634	10, 532, 102 574, 574 754, 461 5, 226, 140 1, 337, 982	25.23 75.65 75.85 45.64 45.64	221, 467 221, 407 201, 556 769, 551 252, 643	595.55 \$25.55 \$35.55	28884	1, 255 1, 252 1, 256 1, 256	\$4.58.55 \$4.	88.21 37.21 128.72 61.68 75 16	32, 514 52, 510 22, 510 175, 121 52, 453	956 796 1, 147 1, 327 1, 083
Oregon Pennsylvania Rhode Island	F\$2	19, 218	931, 336 6, 134, 825 312, 554	52.55 52.55 52.55 53.55	226, 162 697, 409	1, 510 983	432°	12, 933	8, 575 649, 538	93.23 50.22	5,650	942
Bouth Carolina Bouth Dakota	158	10, 43 13, 43	172, 993 671, 77×	28.07 7.02	48,830 190,223	1, 204	68	2, 780 404	34,467	\$ 55.38	71,343 22,895	1,041
Tumessee Fuxus Otah	39.5	53, 103	2,539,467	12. 67 17. 82 18. 61	179, 601 489, 61×	1,283	2000 2000 2000 2000	1,573 6,010	74,030 781,720	47.06	41, 125 175, \$74	935 KH
	22	× 56 49 49 49 49 49 49 49 49 49 49 49 49 49	376, 673	# # # # # # # # # # # # # # # # # # #	255, 963	1,12 1,13 1,13 1,13 1,13 1,13 1,13 1,13	~ ₹	1, x86	185, 24 185, 267	51.69 55.21	1,641	725 725 730 740 750
Washington. West Viginia Westersin	22 11 23 11 23	33,825	2,334,666	55.02 55.02	362, 426	383	25 1X	3,5	16, 080 36, 080	73,95	26, 413	1,077
Wyoming	8	2,999	217,876	72.65	41,745		c.	=	1,940	184.02	3,300	1,650
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6	BI	EN N	IAL	SURVEY	OF ED	UCATION	, 1916–1	918.
:	Average salary of principals.	18	\$1,367	1, 2% 1, 4% 1, 4% 1, 317 2, 517 1, 613	868 9 896 1,450	1,852 1,197 1,278 1,318 1,413	1, 655 1, 400	
	Salaries of principals.	15	\$999, 134	15,437 1,437 17,125 32,721 20,974	2,603	31, 280 37, 089 37, 089 42, 180 32, 510	15,280 23,172 5,600	28,242 28,536 28,536 20,536
Village high schools.	Average cost of instruction.	=	\$50 19	48.63 124.76 32.94 87.08 55.33	45.72 27.56 47.33	86.55 48.55 48.08	28.88 26.14 14.	88.45.8 8.72.78
Village hig	Instruction coets.	10	165, 277, 531	44, 78; 10, 975 66, 469 310, 611 179, 065	9, 603 45,006 87, 624	78,332 223,855 275,675 374,969 250,539	68, 780 75, 858 21, 250	8. 4. 8. 8. 8. 8. 8. 8. 8. 8. 8. 8. 8. 8. 8.
	Students in these schools.	•	125, 063	921 88 2,015 3,569 8,3,569	210	1,551 4,246 8,010 5,907	1,524 1,418 888	6,030 1,187 3,230 1,85
	Schools reporting.	ac	151	13 13 13 13 13 13 13 13 13 13 13 13 13 1	8 2	*8888	\$ 7 7	8258-
	A verage salary of principals.	-	\$2,431	1,631 3,171 1,519 3,681 2,542	3,204 1,975 1,975 2,871 1,988	2,0,0,0,0,0,0,0,0,0,0,0,0,0,0,0,0,0,0,0	2,281 1,921 3,106	2,2,1,2,2,2,2,2,2,2,2,2,2,2,2,2,2,2,2,2
,	Salaries of principals.	•	\$3,054,342	26, 102 21, 265 21, 265 206, 114 45, 763	3,472 3,950 20,100 7,500 430	153,846 113,746 146,784 53,976	22,233 27,210 27,210 18,960 238,737	811,21,81,1 8,817,82
City high schools.	Average cost of instruction.	•	\$56.81	24 14 25 25 25 25 25 25 25 25 25 25 25 25 25	22.22.22.22.22.22.22.22.22.22.22.22.22	38787 18388	45.05 30.21 32.17 51.17	12 2 2 2 2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3
City bigh	Instruction Costs.	4	548 , 680, 350	244, 620 230, 298 869, 126 4, 075, 514 640, 742	919,855 90,325 424,195 21,265 149,062	3, 459, 748 1, 317, 227 708, 432 704, 783	238,557 238,577 239,884 3,745,562	1,385,576 1,385,876 1,595,947 1,296,9478
	Students in these schools.	••	856,902	2,166 2,786 4,485 62,527 10,130	17, 581 1, 25, 1 1, 25, 1 1, 25, 25, 25, 25, 25, 25, 25, 25, 25, 25	24,333 24,240 13,498 15,498	6,4,6 6,742 6,032 6,933 974	88, 12, 8, 84, 85, 85, 85, 85, 85, 85, 85, 85, 85, 85
	Schools reporting.	•	1,269	14 14 18 18 18	Fura	"ឧដុព្	8:101	88330
-	Statos.	-	United States.	Alabama, Arizonia, Arizonia, California Colorado	Connecticut Delaware District of Columbia Fluirida Georgia	Takto Ilbrois Indiana Kanasa	Kentucky Loutstana Loutstana Makin Maryland Kalegoluusetta	Kichten Inmesola Kindatyo Kindatyo Kindatyo Kindatyo
			Undi	Alabama, Arizona Arizonas California Colorado	Connecticut Delaware District of Colu Florida. Georgia	Ideho Ilfnots Indiana Iowa Kansa	Kentucky Louisiana Maine Maryland	Michigan Minnesota Missenippi Montana

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	1 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2			23,390 14,170 47,153 1,250	
5.5.5 5.5 5.5 5.5 5.5 5.5 5.5 5.5 5.5 5.5 5.5 5.5 5.5 5.5 5.5 5	38438 38438 38438	34 47 44 52 52 52 52 52 52 52 52 52 52 52 52 52	85828 88282 88282	11.83 11.83 11.83 14.73	
199,931	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	615, K3 12, K3 12, K3 14, K3 1	24, 27 24, 27 115, 22 22, 23 5, 53	186,627 85,963 321,107 7,185	
3, 5496	X-1 9-3 8-8-8-8-8-8-8-8-8-8-8-8-8-8-8-8-8-8-8	2,02% 12,491 700 1,261	7,42,7 7,88,1 2,88,1 3,90,1	3,036 1,621 5,772	
. R.	* ES788	-X x=	8424	224-	
22, 496	E 12/2/2-	2, 339 2, 629 2, 454 1, 017 2, 250	1, 691 1, 870 2, 930 1, 2, 271 1, 636	3,551 2,024 1,639	
144,752	57.00 57.00	30, 540 298, 388 222, 089 11, 190 9, 000	18,606 102,843 14,650 15,990 31,088	52, 913 52, 482 8, 006 6, 550	,
## ##	8 88 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	হল্পন্ত ইল্লান্ড	25 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	58.55 8.73.57 8.73.57	•
2, 721, 172 ;	3,091,041 159,063 3,282,218 385,040	466,393 4,531,665 273,074 80,068	1, 182, 742 1, 182, 742 1, 183, 947 1, 184, 947 8, 4, 481	1,115,319 348,725 874,786 57,886	•
37,637	81.4.1.29.5 81.4.1.29.5	8,1,8 9,429 1,88,1,1	25, 942 5, 179 1, 25, 179 1, 351	17, 936 7, 974 22, 561 1, 108	
3 °°	. 24.22	EE 200 E 4	55 5 7 19	*524	,
	New York North Carolina. North Dakota Oblo.	Oregon Pennsylvania Rhodo Island South Cardina South Dakota	Temessee. Texas Utab. Vernout	Washington West Virginia. Wisconsin Wyoming.	



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BIENNIAL SURVEY OF EDUCATION, 1916-1918.

TABLE 95. - Cost of instruction in rural high schools, 1917-18.

Afabama. 163 10, 106 483, 437 47, 55 212, 133 1, 301 Arizona.	States.	report-	Students in these schools.	Instruction costs.	A verage oost per student.	Salaries of principals.	Average salary of principal.
Philips States 11,257 670,752 \$42,470,246 \$403.31 \$12,781,087 \$1,135 \$1,301 \$1,472,000.	* I	2			3	6	7 '
Afabama			670, 752	\$42,479,246	\$63,33	\$12,781,087	\$1.135
Connecticut	Alabama	163 14 - 121 207	10, 166 1,077 6, 257 25, 717	132, 830* 355, 063 3, 235, 464	123.33 56.75 125.81	25, 230 145, 400 446, 474	1,802 1,202 2,157
Louisiana	Connecticut. Delaware. Florida. Georgia. Idaho.	21 100 192	986 7,068	61,864 372,470	62.74 52.70 52.87	23,645 118,679 216,087	1,126 1,187 1,125
Louisiana	Illinois. Indiana. lowa. Kansus. Kentucky.	607 = 616 461	33,068 34,305 20,551	1,959,275 2,267,713 1,806,265	59, 25 66, 10 61, 12	584,276 606,281 495,479	963 984
Minesota 346 22, 715 1,688, 243 74,32 380,824 1,101	Louisiana Maine Marviand Masschusetts Michigan	172 168 77 154 424	9, 435 6, 266 14, 975	340,009 1,056,996	44i, 99 54, 26 55, 20	176, 760 97, 980 245, 791	1,050 1,270 1,596
North Carolina	Minnesota	346 142 492 116	27, 798 27, 570 7, 178	424, 508 1, 222, 339 745, 589	54, 48 47, 80 103, 90	175,525 438,779 183,200	1,236 892 1,579
North Carolina	Nevada. New Hampshire. New Jersey. New Mexico. New York.	60 76 37 543	3,300 9,306 2,382	222,570 589,925 186,047	67.45 63.39 78.11	71,957 113,544 50,025	1,199 1,494 1,352
Pennsylvania 707 35, 224 1, 782, 303 50, 03 692, 729 980 Rabde Island 8 736 42, 385 57, 80 8, 96 1, 110 South Carolina 103 4, 377 190, 701 43, 57 102, 408 965 South Dakota 177 7, 950 536, 583 67, 49 202, 718 1, 465 Tennessee 193 11, 554 542, 553 46, 98 213, 223 1, 010 Texas 534 28, 158 1, 922, 137 68, 26 539, 662 1, 011 Utah 20 4, 070 227, 364 55, 86 34, 762 1, 738 Vermont 65 5, 380 240, 285 45, 78 81, 769 1, 288 Virginia 7 325 11, 749 637, 334 43, 29 309, 100 951 West Virginia 124 7, 708 545, 347 70, 75 153, 919 4, 241 Wisconsin 297 22, 083 1, 34, 898 <td< td=""><td>North Carolina. North Dakota. Ohio. Oklahoma. Oregon.</td><td>266 219 563 301 166</td><td>8,839 37,696 15,609</td><td>738, 543 2,043, 746 900, 319</td><td>83, 56 54, 22 57, 68</td><td>253, 761 - 689, 749 300, 860</td><td>1,159 1,040 1,000</td></td<>	North Carolina. North Dakota. Ohio. Oklahoma. Oregon.	266 219 563 301 166	8,839 37,696 15,609	738, 543 2,043, 746 900, 319	83, 56 54, 22 57, 68	253, 761 - 689, 749 300, 860	1,159 1,040 1,000
Utah. 20 4,070 227,364 55,86 34,702 1,738 Vermont. 65 5,380 240,285 45,78 81,769 1,288 Virginia. 77 325 11,749 637,934 54,29 309,100 961 Washington. 251 13,630 1,122,942 83,39 329,824 1,314 West Virginia. 124 7,703 545,347 70,75 153,910 4,241 Wisconsin 297 22,053 1,334,898 60,53 382,445 1,288	Pennsylvania Rhode island Sorth Carolina South Dakota Tennessee	707 8 103 177 193	736 4,377 7, 9 50	42,395 190,701 536,583	57,60 43,57 67,49	8,950 102,468 202,718	1,119 995 1,145
West Virginia. : 124 7, 708 545, 347 70, 75 153, 919 4, 241 Wisconsin 295 22, 053 1, 334, 888 60, 53 382, 465 1, 288 Wyoming 29 1, 85 164, 845 88, 87 39, 870 1, 375	Vermont	20 65	4,070 5,380 11,749	1,922,137 227,364 246,285 637,934 1,122,942	68, 26 55, 86 45, 78 54, 29 83, 39	34,702 81,769 309,100	1,738 1,258 951
	Wisconsin	297	22, 053	1,334,896	60, 53	382,405	1,241 1,289 1,375



CHAPTER III.

PRIVATE HIGH SCHOOLS AND ACADEMIES, 1917-18.

CONTENTS.—Schools—Length of course and term—Instructors—Students—Amount of schooling offered— Graduates—Military drill—Property—Income - Four-year high schools—Statistical tables.

SCHOOLS INCLUDED.

The schools represented in this chapter are either private secondary schools or schools ranking higher than secondary schools but not offering a four-year collegiate course or not classed as junior colleges. Only a very small percentage of them offer any work beyond the secondary grades. A large number offer elementary as well as secondary work; in fact, the number of elementary pupils exceeds the number of secondary students, as will be noted in Table 6. The statistics in this chapter, however, relate only to private secondary schools unless elementary schools are specifically designated. The private secondary schools offering only a commercial course have been included in the report on private commercial and business schools. About 60 schools, formerly included in this chapter; have been transferred to the chapter on commercial schools, thereby tending to reduce the list of schools represented herein. No school has been included which does not enroll at least 10 secondary students.

NUMBER OF SCHOOLS REPORTING.

The number of private secondary schools reporting since 1900 shows considerable variation, as will be noted in figure •1. It is doubtful if the total number of such schools in the United States has decreased during any interval represented in the graph. There was apparently a rapid decrease from 1900 to 1909, but the very abrupt rise in the curve after that date seems to indicate that a decreasing number of schools submitted a report within this period. Many private secondary schools are organized each year, and many go out of existence annually. A frequent and thorough revision of the mailing list maintained by the Bureau of Education is necessary in order to insure-comparable returns from year, to year. It is evident that a thorough revision of the list was made in the years following-1909. A slight decrease is shown for 1916, and a decided decrease for 1918. It is not possible from the inquiries sent out to ascertain how many of these private secondary schools were closed on account of the war. The greatest number of schools reported in 1915 and the



Items. mits: s, included above:	1,978 1,978 1,978 1,400	1901 1, 281 1, 281	9, 186 9, 186 9, 186 9, 186 9, 186 9, 186 9, 186 9, 186 9, 186 9, 186 9, 186 9, 186 9, 186 9, 186 9, 186 9, 186 9, 186 11, 100 11, 100	0	24 25 25 25 25 25 25 25 25 25 25 25 25 25	1905 1906 1906 1906 1906 1906 1906 1906 1906	1906 11906 5,785 5,785 100,735 2,787 2,784 8,86 6,985 6,985 12,458	chools (1) 11, 43, 11, 12, 20, 2, 2, 20, 20, 3, 71, 11, 14, 770, 11, 17, 20, 2, 2, 20, 20, 3, 5, 58, 3, 5, 58, 3, 5, 58, 3, 5, 58, 3, 5, 58, 3, 5, 58, 3, 5, 58, 3, 5, 58, 3, 5, 58, 3, 5, 58, 3, 5, 58, 3, 5, 58, 3, 5, 58, 3, 5, 58, 3, 5, 58, 3, 5, 58, 3, 5, 58, 3, 58, 3, 58, 3, 58, 3, 58, 3, 58, 38, 38, 38, 38, 38, 38, 38, 38, 38, 3	1g 8 점 용용 요 없는 전환 전환 전환 전환 전환 한 4 io	25. 5. 5. 5. 5. 5. 5. 5. 5. 5. 5. 5. 5. 5		25 1 E 85 23 25 25 25 25 25 25 25 25 25 25 25 25 25	1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		* 8 85 8 28 28 28 3 28 8 8 8 35 3	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	8 25 25 25 25 25 25 25 25 25 25 25 25 25	2, 088 111, 193 114, 193 114, 193 114, 193 114, 193 114, 193 114, 193 116, 193 117, 238 118, 114 119, 110 110, 213 113, 614 113, 614 113, 614 113, 614 113, 614 113, 614 114, 614 115, 614 117, 614 118, 745 118, 745
Ruroliment In- Bryst schools Girls schools Cordunational schools Teachers to a school Student to a school Student to a school	56.5 10.6 10.6	57.1 11.0	58,938 58,938 58,837 105	28.22 171.22 25.30 10.25 25.00 10.25	28.8 8.1.8 8.0.8 8.0.8 8.0.8 8.0.8 8.0.8 8.0.8	27.7.3 5.4.8.9.0.0 5.5.9.9.0.0 6.9.9.9.9.0.0	8728 686.60 60 60 60 60 60 60	25,25 47,34 67,31 10,6	22.4 80.4 80.4 80.4 80.4 80.4 80.4 80.4 80	22.25 22.25 23.25 25 25 25 25 25 25 25 25 25 25 25 25 2	888 8 246 60 8 144 68 01	84.28 2.28 2.28 8.50 1.08 1.08	£3.8 8.66-81 8.66-44	8,53 2,53 2,44 1.1.1 2,44 1.1.1 1.1.	8.5.8. 8.5.8. 17.7.6. 11.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1	8,55,8 8,65,65 8,66 8,66	68,65,65,65,65,65,65,65,65,65,65,65,65,65,	5.00 8.00 8.00 8.00 8.00 8.00 8.00 8.00
Libration of a contact Libration reporting Exporting Volumes (in thousands)	1.37			1,266	-30	1,381	2,2,3	1,27	2,12	. 88. 88.	25,3	2,341	2,343	1,2,1 1,4,0 1,6,0 1,0,0	1,448 2,461 1,699	1,577 2,817	3,61 3,034	1.80 1.80 1.00 1.00 1.00 1.00 1.00 1.00



TABLE 2Re	נונה	Review of statistics of	tics of	prival	c high	schoole	puv s	neadem	ics 19	61-00	18, as	to den	omina	tional	private high schools and arademies, 1900-1918, as to denominational control.			
Denominations.	1900	1001	1902	1903	1961	1302	1900.	1907	1904	- - 136	1 1910	1161	1912	1913	161	1915	1916	
Septist: School: School: Marking that the septist is a septist in the septist	7, 173	6, 433	.,089,	6,619	6,334	17.85 17.85	S, 7.7 83	E 18.3	5,324	ន៍ន		, 100 8, 743	10,017	111 (0) 159	9,045	i +	7,359	
Students. Congressional: Students.	2,671	2,792	2,787	2,272	**************************************	2, 402	40 119,51	2,036	2,037	1,933	2,322	 1, %3	37	2,28	2, 494	2, 231	2 × 5,	_
Schools, Students	5, 145	X X 2	4,747	5, 139	4,816	- 160 - 170 - 170 - 170	5,391	4,872	4,654	- . .	1.75. A	5,22,2	6, 152	5.3	. 130 1100	8 % 9 %	5, 1 99	8,838
echools. Students Letter-day Baints:	इ.स.	2,709	3,146	2,983	3,093	3,526	2,137	2, 135	, g %	36 2,312	2,243	2,84	2,912	±2,5	12.83.	2, 111	2,392	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
Schools. Estadente				¥8.											26	Z 13.	5, 1 5	5,4 IS
B-Gook Students	2,032	전 전 전	2,0,7	1,912	2 Z	1,819	1,789	1,752	2. FE	1,599	3,339	2. S.	3,63	3,311	නිනී ගි	3,981	3,771	الالا
Schools. Schools Estadents.	5,522	5,384	5,8,8	6, 28,7	5,569	8%	6,233	5,336	4,612	5, 182	6,007	5, 751	5,77	<u>.</u>	6,305	1,98	6, 6	6,357
Schools Students Frankyterian	4, 4,33	3,202	2,710	2,33	3,212	3,0%	2, 179	3,33,	2, 703	1,916	2,23	3,292	385 885 885 885	4,025	97.5°	3,041	8,8 1,9,2	2,000
Betrods Btudents Roman Catholic	4,571	4,88.92	4,076	3,912	3 s46	3,511	2,907	3,51	3,039	2,971	3,570	3,915	4,621	1,4312		3,73	3, 510	3,531
ventist:	361 15, 872	361	9.2 38.7 38.5	362 17,007	7,3%	389	332	388.	19,279	373	30, 124	. 13. 13.13.	11,079	45, 363	2,00,€1 5,00,5	50 K	E 33	940 61, 833
Schools Students Other denominations:		:	1					:							68.4 88.4	85	1.N.T	8.8.
Students Total denominational:	9.¥.	<u>~</u> *	38	÷ 5	8%	6,375	3. <u>5</u>	. 689,	5,033	.क्. अ ष्ट्र	. 9. 25.	8, 10°, 6	10,047	11, 7,9	4,9%	25 Z	3,923	3,358
Schools. Students Non-endarian	915 53, 624	36 75 75 75	923	15 900 E	828 74,31×	55 KG	. S. 1. S.	51,586	717		71,113	75	1,361	1,461	101,329	103, 829 103, 829	1,570	103, 024
	57,173	5.53 5.53	912	25. 25. 27.	8: 0% 6: 03	744.951	¥ 5	15 15 15 15 15 15 15 15 15 15 15 15 15 1	23	387	88 8 88 8	1009	<u> </u>	70.12	710	662	88	:



TABLE 3.—Review of statistics of private high schools and academics, 1907-1918-—Distribution of students by years and by course of study.

,	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1918
·						<u>'</u>		-			
Students in first year: Boys	10,848	13, 233	14,677	119,890	22,001	21,653 23,919	20,000	20,000	20,021		
Total	21, 856 33, 1	26, 761 33, 6	29, 122 34. 4	37, 775 35. 2	41,852 34.7	45, 572 34. 9	48, 469 34. 9	50, 613 34. 8	50,666 34.4	51, 131 31.3	58, 143 36, 6
Students in second year: Boys	9, 223 8, 387	11,011 10, 39 2	11,523 11,197	13,851 15,2%	1 15,460 17,066	16, 619 18, 473	17,511 19,671	18,597 20,421	18, 622 20, 474		
Total	17,610 26.5	21, 403 26, 6	22, 820 26, 9	29, 136 27	32,526 26.9	35, 092 01 20. 8	37, 18, 26.	39, 018	(39, 09) (* 26. 4	39,70	25.
Students in third year: Boys	77, 787	8, 827 8, 351	9,119 8,96	10,81	2 12, 22 1 13, 47	1 2 12, 641 9 14, 394	13, 720 15, 09	14, 159 5 15, 914	14, 22 115, 99	14,46	914, 26 316, 75
Total	14,83	17,381 21.9	18,086 21.5	5 22.690 3 21.	3 25, 70 2 21 3	27,33	28,82	30,07. 71 20.0	30, 22 6 20	1 30, 44 6 20. 	531, 01 19.
Students in fourth year: 6 Boys	6, 141 5, 82	6,98	1 5 7,32 4: 7,49	8, 25 9, 42	1 9;66 3 11,03	1 10,56 4 12,20	11, 39 2,13,07	5 12, 21 8 13, 7.5	9 12, 72 0 14, 38	1 12,95 7 14,98	5 12, 84 4,15, 99
Total	11,90	14,00) 14, 72 6 17.	17,67 4 16.	4 20, 69 5) 17.	22, 765 1 17.	0.24, 47 4 _ 17.	3-25,96 6 17.	9 27, 10 8 18.	8 27, 43 4 18.	9 28, 83 7(18.
Academic course: Schools reporting Students		 :	. 63, 19	3,70,30	. 1,97 2,113,25	9 2,01 9 121,29	4 2, 16 6 128,39	8 2.19 0 132.11	2. 24	8 2,20 H 137,30	3 2. 01 3 132,6
Commercial course: Schools reporting	.l				1 61		3 70	u 79	R 70	2' 74	6 83
Technical or manual training course: Schools reporting Students			 		. 3,50)2 11)2 4,03	13 3 4,58	is 12 i3⊱4,33	22. 20 B 5,6)4 10 -1 4,9	8 19 27 ₁ 5, 72
Teacher training course: Schools reporting Students					5, 2	59 26 5,81	8 20 9 5,63	15 2 26 6,00	(4) 5, 90		0 2 6 6,2
Agricultural course: Schools reporting Students					10 2, 18		3 2, 3	32 2,3	4R 1, 4	3,8	
Home economics course: Nethoois reporting					18 5,00	86 20 2∺ 5,6	13 7,3	18 2 12 7, 1	76 33 11, 5	11 3 07 8,4	79] 4 47 12, 1

¹ This is the only year in which all schools reported enrollment by years in the course.

smallest number in 1909. The total number reporting in 1900 was 1,978, and the number reporting in 1918 was 2,058. Considering only the number of schools reporting in 1900 and 1915 (a period unaffected by war conditions), there was an increase of 270 schools, or almost 14 per cent.

Prior to 1902 no data were collected as to the number of schools open exclusively for boys or for girls, or as to the number which were coeducational. The three lower curves in figure 1 show the number of schools of each type reporting each year since that date (except in 1917, when no reports were solicited). In 1902, 53 per cent of the schools were coeducational, but in 1918 only 45 per cent were coeducational. In 1902, the number of girls' schools was only 29 per cent of the total number, but in 1918 they constituted 36 per cent of the total. Within the same period the percentage of boys' schools increased only from 18 to 19 per cent. In other words, within the



last 16 years the percentage of coeducational private high schools and academies has decreased 15 per cent; the percentage of such schools exclusively for girls has increased 24 per cent; and the percentage exclusively for boys has remained practically the same, the increase being only a little over 5 per cent. The validity of these percentages is based on the assumption that the same relative percentage of each of the three types of schools in the United States reported in 1902

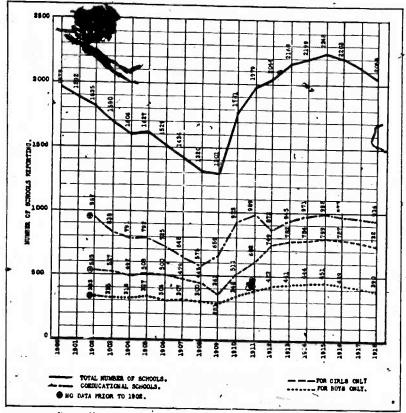


Fig. 1.-Number of private high schools and a rademics reporting, 1900-1918.

and in 1918. Since 1915, the year in which the greatest number of schools reported, each type of school shows about the same proportional rate of decrease.

DENOMINATIONAL AND NONSECTARIAN SCHOOLS.

A casual inspection of figure 2 reveals the fact that the nonsectarian private high schools and academies have gradually decreased. The abrupt rise in the upper curve in figure 1 in the period 1910 to 1915 is due almost wholly to the increase in the number of denominational



schools reporting. In 1900, over 52 per cent of all private secondary schools were nonsectarian, while in 1918 only 28 per cent of such schools were nonsectarian. In other words, there are now only about half as many nonsectarian private secondary schools as there were 18 years ago, while the number of schools controlled by church organizations has increased over 56 per cent.

A review of the chronological statistics summarized in Table 2 shows that this increase has been due very largely to the increase in the number of Roman Catholic schools, and to a much smaller

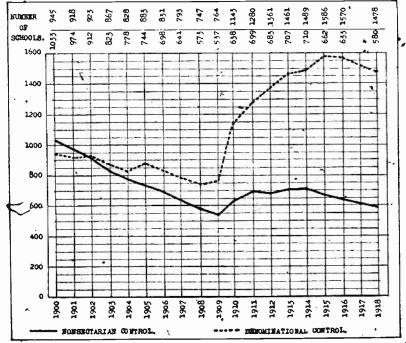


Fig. 2.—Denominational and nonsectarian private high schools and academics, 1900-1918.

extent to the increase in the number of Lutheran schools. Within this period the number of Roman Catholic schools has increased from 361 to .940, and the number of Lutheran schools from 32 to 53. The number of Baptist schools also has increased very slightly. All other private secondary denominational schools for which statistics are available during this entire period show decreases.

SIZE OF SCHOOLS.

The distribution of private high schools and academies, according to the number of secondary students enrolled in each, is shown graphically in figure 3. The largest group of schools enrolls fewer than



50 students, 990 schools falling in this group, or 48 per cent of the total number. The next largest group, enrolling from 51 to 100 students, includes 611 schools, or almost 30 per cent of the total number. Altogether, 467 schools enroll over 100 students. Three of these schools enroll over 1,000 students, as indicated by the last

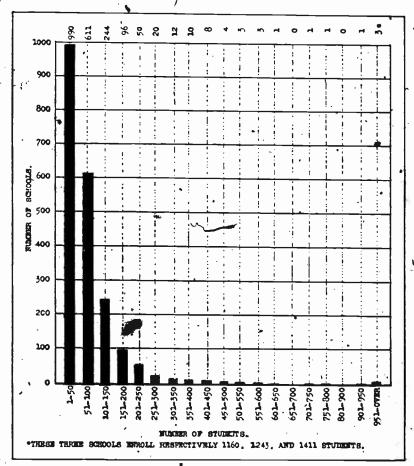


Fig. 3.—Distribution of private high schools and academies according to the number of students enrolled, 1917-78.

vertical bar in the diagram. Certain detailed statistics of all schools enrolling 100 students or more are given in Tables 28 and 29.

The central tendency with reference to the size of schools may be indicated by the arithmetical average, the median, and the mode. The average enrollment in all schools reporting is 77 students. The median enrollment is 53 students. In other words, as many schools have more than 53 students as have fewer than that number.



Half the schools have from 30 students (first quartile) to 94 students (third quartile). One-fourth of the schools have fewer than 30 students, and another one-fourth have more than 94 students. More schools enroll 40 students than any other single number (mode).

PERCENTAGE DISTRIBUTION OF STUDENTS.

From figure 4 it is possible to ascertain the percentage of students in any given percentage of schools and vice versa. For example, 20 per cent of the schools enroll 50 per cent of the students, and 50 per cent of the schools enroll almost 80 per cent of the students. Conversely, 20 per cent of the students are enrolled in about 5 per cent of the schools, etc. "If the enrollment in each school were the same, the "curve of actual distribution" would follow the "line of equal distribution." The bowing of the curve of actual distribution away from the line of equal distribution indicates the degree of inequality in the distribution of students.

TABLE 4 .- Method used in securing the data used in the construction of figure 4.

. Groups.	er cent or schools in each group.	Accumu- lated per- centages of schools.	Enroll- ment in schools of each group.	Per cent of total enroll- ment in ench group.	Accumu- lated per- centages of en- rollment.
1 .	2	3	4	5	6
1. 2 3. 4 4. 5 5. 6. 7 8. 9 10 11 12 13 14 15 16 17 18 19 20		55 10 15 20 25 30 36 40 40 46 50 55 55 55 80 80 90 90	33, 852 19, 880 14, 441 11, 764 6, 094 7, 940 7, 197 6, 823 6, 197 4, 999 4, 316 3, 895 2, 405 1, 912	21. 2 12. 5 9. 1 1 7 4 6 6 8.0 0 4.4 4 4 4 9.0 3.3 2.2 7 2.2 5 2.0 1.4 1.2 7 1	21. 2 33. 7 42. 8 50. 8 67. 4 71. 8 75. 8 79. 1 82. 3 85. 4 83. 1 90. 6 92. 9 94. 9 96. 7 98. 3 100. 3
Total	 100		158,745	100.0	

LENGTH OF COURSE AND TERM.

Figure 5 shows the distribution of private high schools and academics according to the length of course offered and according to the length of the term in days. Over 85 per cent of the schools offer a four-year course; over 7 per cent, a three-year course; almost 4 per cent, a two-year course; and 3.5 per cent, a one-year course. The number of schools offering a four-year course is almost six times as great as the combined number offering a one, two, or three year course.



Less than 10 per cent of the four-year schools have a term of 160 days, or fewer. Over 40 per cent of these schools have a term exceeding 180 days. About half of them have a term of 161 to 180 days. Similar computations can be made for one, two, and three-year schools.

One significant feature of the figure is that the shorter the course offered, the greater the percentage of schools having the short term

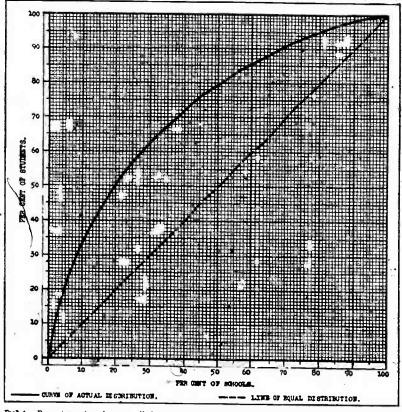


Fig. 4.—Percentage of students enrolled in any desired percentage of schools, 1917-18. To read the curve from the base line, follow the vertical line to the curve of actual distribution. Find the point on the vertical scale corresponding to this intersection. In a similar way the curve may be read from the vertical scale.

of 140 days or fewer. This figure should be compared with the corresponding one for public high schools in another chapter.

If the four groups of schools having one, two, three, and four year courses are combined, it is found that 1.1 per cent of all private secondary schools have a term of 140 days, or fewer; 9.5 per cent, 141 to 160 days; 47.9 per cent, 161 to 180 days; 28.8 per cent, 181 to 200 days; and 12.7 per cent, over 200 days.



INSTRUCTORS.

The curve representing the total number of instructors in figure 6 has the same general outline as the curve for the total number of schools reporting in figure 1. The decrease from 1900 to 1909 is not so rapid, however, and after 1916 the curve for instructors shows an

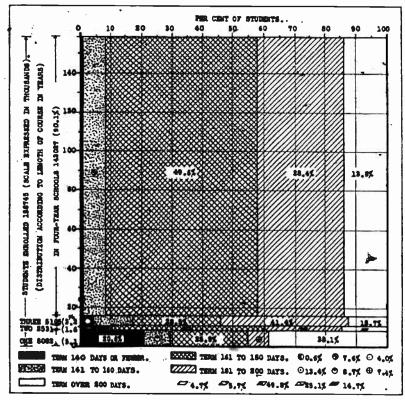


Fig. 5.—Distribution of the 2,058 private high schools and academies according to the length of the course offered and the length of session, 1917-18.

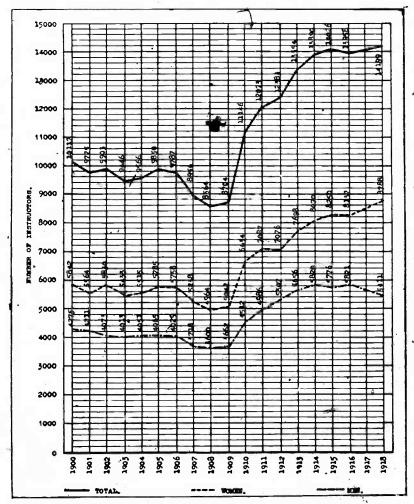
increase. With an increasing number of students in 1918, as shown in Table 1, an increase in the teaching force is to be expected.

The number of women teachers has exceeded the number of men teachers each year since 1900. In more recent years the proportion of women teachers has increased the more rapidly, as indicated by the divergence of the two curves since 1912. In 1900 almost 58 per cent of the instructors were women, while in 1918 almost 62 per cent were women.



SIZE OF FACULTY AND THE TEACHING "LOAD."

The average number of pupils to each teacher employed has not increased materially since 1900. In 1900 the average number was 10.9, while in 1918 it had increased to only 11.3 students to a teacher.



F10. 6.-Instructors in private high schools and academics, 1900-1918.

This curve is practically unaffected by the variation in the number of schools reporting, since a representative sample was secured each year.

The average size of faculty has increased from 5.1 in 1900 to 6.9 in 1918. When the number of schools reporting was small, 1905 to 1909 (see fig. 1), the average size of faculty was comparatively large,



varying from 6.1 to 6.7. This condition indicates that the larger schools continued to report from 1900 to 1909, while the smaller schools kept dropping off and new ones were not added. It appears, therefore, that the list of schools from which reports were sought

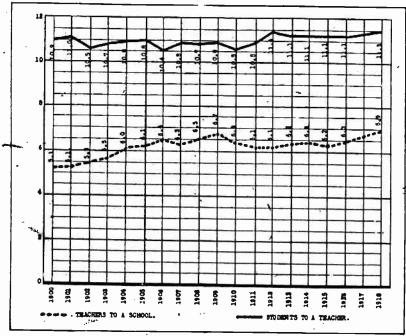


Fig. 7.—Average size of faculty and the "teaching load" in private high schools and academics, 1900-1918.

during these years, was not carefully revised annually in such a way as to include newly organized schools, which are necessarily small.

STUDENTS. _

The total number of students reported in 1918 was 158,745, including 86,507 girls and 72,238 boys. The total is a small increase over the enrollment in 1916. Within this two-year period the number of girls increased from 81,920 to 86,507, while the number of boys decreased from 73,215 to 72,238. The "total" curve in figure 8 takes the same general trend as the number of schools reporting, shown graphically in figure 1. The highest enrollment reported was for the year 1918, while the greatest number of schools reported in 1915. The divergence of the two curves for girls and for boys since 1909 indicates that the proportion of girls in private secondary schools has increased more rapidly than the number of boys. Until 1909 the number of boys was about equal to the number of girls. In 1918 54.5 per cent of the students were girls. Undoubtedly the propor-



tionally greater increase in the number of girls is due to the fact that the number of private secondary schools exclusively for girls has increased more rapidly since 1909 than the number of uch schools

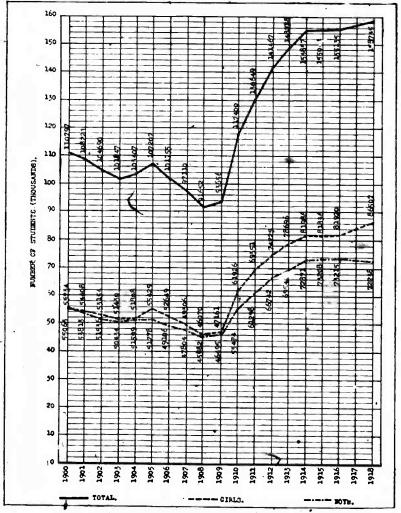


Fig. 8.—Secondary students in private high schools and academies, 1900-1918.

exclusively for boys, as shown in figure 1. How much of this increase in the number of girls enrolled is due to an increase in a greater proportion of additional reports received from girls' schools than from boys' schools since 1909 can not be ascertained.

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ELEMENTARY PUPILS.

Of the 2,058 schools reporting, 1,517 reported pupils in elementary grades. The total number of such pupils, 207,525, includes 87,495 boys and 120,030 girls. In 1916 only 89,679 elementary pupils were reported, including 37,311 boys and 52,368 girls. This difference is accounted for by the fact that a large number of elementary pupils in private schools in years preceding 1918 were rejected from the tabulation.

ENROLLMENT IN BOYS' SCHOOLS, GIRLS' SCHOOLS, AND COEDUCA-TIONAL SCHOOLS.

It was shown in figure 1 that the number of coeducational schools reporting exceeded the number of girls' schools, and that the number of girls' schools exceeded the number of boys' schools each year since 1900. The same relationship exists among the number of students reported by these three types of schools as shown in figure 9. One exception to the comparison occurs, viz. in 1909, when the enrollment in boys' schools exceeded the enrollment in girls' schools. In 1918 44.7 per cent of the students were enrolled in coeducational schools; 28.4 per cent, in girls' schools; and 26.9 per cent, in boys' schools. In 1915, 44.3 per cent of the students were enrolled in coeducational schools; 30.1 per cent, in girls' schools; and 25.6 per cent in boys' schools. It is evident, therefore, that the percentage of students enrolled in girls' schools has decreased slightly within the last three years. The increased enrollment in boys' schools in 1918 is probably due to the demand for military training, which is usually given in schools exclusively for boys. The decrease in the number of students enrolled in girls' schools is partly caused by the transfer of 60 private secondary schools offering only a commercial course to the chapter on private commercial schools, since the enrollment in such schools in 1918 consisted chiefly of girls.

In 1900, 55.6 per cent of the students were enrolled in coeducational schools; 24 per cent in girls' schools; and 20.4 per cent in boys' schools. Comparing these percentages with the corresponding percentages above for 1918, it is found that there has been a noticeable decrease in the proportion of students enrolled in coeducational schools within this period of 18 years, and an increase in the proportion of students enrolled in schools open exclusively to boys and to girls. It appears, therefore, that private secondary schools are becoming more and more noncoeducational.

ENROLLMENT, BY YEARS AND THE NUMBER GRADUATING.

The relationship of the curves in figure 10 is significant. From them it is possible to compare the enrollment in any year of the course with the enrollment in any other year of the course by noting





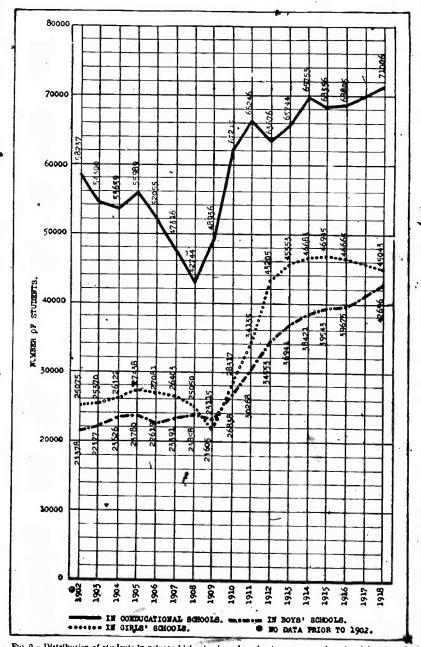


Fig. 9.—Distribution of students in private high schools and academies among coefficial, boys', and girls' schools, 1900-1918.



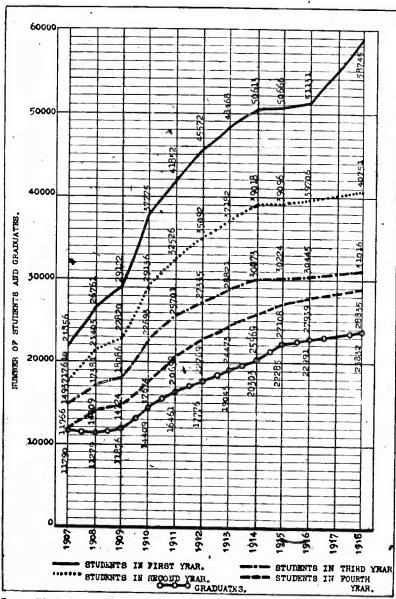


Fig. 10.—Distribution of students in private high schools and academies according to the year in which they are enrolled and the number graduating, 1900-1913.



the relative distances of the curves from the base line. In 1918 the enrollment in the third year is about equal to the enrollment in the fourth year, both curves on this year being about equidistant from the zero line. The enrollment in the first year in 1918 is proportionally greater than that in preceding years, probably accounted for by the fact that unclassified students are tabulated in the first year and by the fact that a greater number of special students were enrolled in private secondary schools, especially in military schools, during the period of the war than in preceding years. The number graduating is less than the number in the fourth year and the relative distances between these two curves is becoming greater year after year. It should be acided in this connection that the curve representing the number of graduates has in it two compensating errors. Schools which offer a course extending a year or two beyond the usual secondary course will report fewer graduates than they would have reported if their course ended at the completion of the twelfth grade. This factor tends to reduce the number of students completing the secondary course and at the same time to increase the enrollment in the fourth year, since all collegiate students in these schools are classed as fourth-year students in the tabulation. Schools which offer only a one, two, or three year course often report graduates which are included with the graduates from four-year schools. This factor tends to increase the number of graduates and to decrease the enrollment in the fourth year from what it would be if all schools offered a four-year course. As these factors counteract each other, the relative positions of the curves in figure 10 are essentially correct. The greatest inaccuracy is found in the enrollment in the first year, since it includes all special and unclassified students.

In Table 3 the percentage of students enrolled in each year of the course since 1907 is shown. For example, 34.9 per cent of the students in 1912 were enrolled in the first year, 26.8 per cent in the second year, 20.9 per cent in the third year, and 17.4 per cent in the fourth year. Since 1907, when these data were first collected, the proportion of students enrolled in each year of the course has not changed materially. In the first year there has been an increase from 33.1 per cent in 1907 to 36.6 per cent in 1918; in the second year a slight decrease, from 26.5 per cent to 25.7 per cent; in the third year a more pronounced decrease, from 22.4 per cent to 19.5 per cent; and in the fourth year a slight increase, from 18 per cent to 18.2 per cent. These slight proportional changes are not readily apparent from the figure.

A comparison between the curves in figure 10 indicates fairly accurately the school mortality. The enrollment in the first year in 1907 becomes the enrollment in the second year in 1908, the enrollment in the third year in 1909, and the enrollment in the fourth year in 1910.



The enrollment of 21,856 in the first year in 1907 reduces to 17,674 in the fourth year in 1910. The mortality within these secondary schools is therefore 4,182, or 19.1 per cent for students entering in 1907. This percentage does not include the number enrolled in the fourth year who fail to graduate. If these are included the mortality increases to 7,447, or to 34.1 per cent.

It is desirable to secure a series of stable percentages showing the mortality of students as they advance in the course from the first to the second year, from the second to the third, from the third to the fourth, and from the fourth year to graduation. To ascertain these percentages the progress of a single class through school would not give a dependable ratio; it would be subject to variation with different classes entering the private secondary schools in different years. A more stable group of ratios, unaffected by variable reports, may be computed by securing the average enrollment for a period of consecutive years for the number of students in each year of the course and by ascertaining the mortality percentages between these averages. It is necessary to observe that the average enrollment in any class (first year, second year, etc.) lags one year behind the average enrollment in the class next above it. The averages must be computed, therefore, for different consecutive periods as follows: The average enrollment in the first fear from 1907 to 1915 was 39,187; in the second year from 1908 to 1916, 32,887; in the third year from 1909 to 1917, 26,672; and in the fourth year from 1910 to 1918, 24,833. The average number graduating from 1910 to 1918 was 19,638. The loss between the first average and the second is 6,300, or 16.1 per cent of the number in the first year; between the second and the third is 6,215, or 18.9 per cent of the number in the second year; between the third and fourth is 1,839; or 6.9 per cent of the number in the third year; and between the average fourth-year enrollment and the average number of graduates is 5,195, or 20.9 per cent of the number in the fourth year. The total loss between the first-year average enrollment and the fourth is 14,354, or 36.7 per cent, and between the first-year average and the average number who graduate is 19,549, or almost 50 per cent. In other words, only four-fifths of the students enrolled in the fourth year graduate and only half of those who enter privato secondary schools graduate.

Considering the average enrollment in the arst year (39,187) as the base, it is found that 16.1 per cent of this number will not enter the second year, an additional 15.9 per cent will not enter the third year, an additional 4.7 per cent will not enter the fourth year, and an additional 13.3 per cent of those who do enroll the fourth year will not graduate. Care should be taken not to confuse these mortality percentages, viz, 16.1, 15.9, 4.7, and 13.3, with the percentages given above, viz, 16.1, 18.9, 6.9, and 20.9, which are completed respec-



tively on the average enrollments for the first, second, third, and fourth years of the course. The former series when added give the total mortality of 50 per cent, while the latter series can not be accumulated.

The methods suggested above for estimating school hortality are only approximate. Students attending schools offering a course shorter than four years often have no opportunity to continue their school work after they have completed the course offered. These students are counted, by the methods employed above, as among those who drop out of school. Possibly they may complete the secondary course in a public high school. Students who transferfrom a private high school to other types of schools not represented in this chapter have been considered among those dropping out of school. On the other hand, pupils completing a public high school offering a short course may enter private secondary schools. Also some transfer from-public to private secondary schools. It is assumed that these two factors compensate for each other, or are of minor importance. Since all appreciable errors likely to occur are compensating, it is held that the mortality percentages given above are essentially correct.

If there were no school mortality, the four curves representing enrollment would fall nearer together, and the enrollment in any class in any year would be equal to the engellment in the class below it for the year just preceding. A line joining these hypothetical points representing the enrollment of the same class for four consecutive years would run parallel to the base line. The negative slope or declination of any line joining the actual enrollment points representing the same class in different years indicates approximately the mortality rate. If there is no mortality, such lines will run parallel to the zero line. The greater the incline the greater the mortality. For example, the line joining the point 21.856 in 1907 with 21,403 in 1908 is not so precipitous as the line joining the latter point with the point 18,086 in 1909. The mortality between the second and the third year is greater, therefore, than that between the first and the second year for the class entering in 1907. Caution should be used in employing this method of comparing mortality rates since the same declination on widely different parts of the scale does not give close approximations.

STUDENTS IN DENOMINATIONAL AND NONSECTARIAN SCHOOLS.

An inspection of figure 11 shows that the enrollment in denominational schools has exceeded the enrollment in nonsectarian schools since 1900. The increase in enrollment since 1909 has been almost wholly due to students in denominational schools. The enrollment in nonsectarian schools since 1900 has decreased from 57,173 to



50,721, while the enrollment in denominational schools has increased from 53,624 to 108,024, or has more than doubled. An inspection of Table 2 shows that the increase in enrollment in denominational schools has been due almost wholly to the increasing number of students in Roman Catholic schools. The Baptist, Episcopal, and Lutheran schools show slight gains for this 18-year period. The curves in figure 11 are very similar in outline to those in figure 2, which represent the number of schools reporting.

TABLE 5.—Denominational high schools and academies, 1917-18.

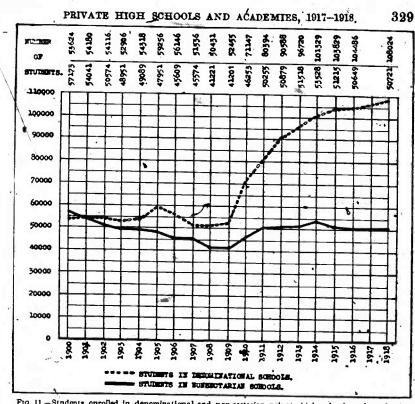
Religious denominations.	Schools.	Instruct-	Stu- dents.
Baptisi	99	359	8,129
	19	105	1. 256
Christian Science	2	21	157
Church of the Brethren	4	22	329
Episcopal	28	212	2,0%
Evangelical	78	748	- 5,826
Priends	28	9	115
Jewish	28	227	2, 289
Latter Day Saints	19	11	226
Lutheran	53	256	5, 433
Memonite Brethren	3	333	3,984
Methodist4	co	489	6,367
Methodist Episcopal South	25	142	2.090
accounted a room multi	ĩ	! 172	. 14
M OUS VIAIL	2	15	70
Nazarene.	(ja	44	346
New Church A.	₩ 3	25	112
NOT WELLED A VEHICLE Free Church	i	. 2	19
Penteonstal Holiness.	1	1	22
Pillar of Fire	1	6 :	40
Presbyterian	56	367	3, 531
Roman Catholic	7	64	710
Roman Catholic	• 840	5, 591	61,823
Unitarian	20	141	1,805
United Brethren	1	8	-80
United Evangelical	1 1	22	209
Universalist .	1	5	52
		26	361
Total	1, 478	9,482	100.004
	3, 1/0	9, 5,72	108,024

A complete distribution of instructors and students in private high schools and academies as to denominational control is given in Table 5. A distribution of schools, instructors, and students for the leading denominations is shown by States in Table 15.

STUDENTS TO A SCHOOL.

The average number of students in private high schools and academies has increased from 56 in 1900 to 77.1 in 1918, or an increase of 37.7 per cent. A marked increase in the size of schools occurred between 1916 and 1918, when the average was raised from 70.5 to 77.1. The relatively high averages occurring from 1903 to 1909 are probably due to the fact that the larger schools continued to report while a number of the smaller schools did not report or were discontinued as has been explained elsewhere. It is doubtful, therefore, if these high averages (1903–1909) are consistent with the averages for other years.





Fro. 11.—Students enrolled in denominational and non-sectarian private high schools and academies, 1900-1918.

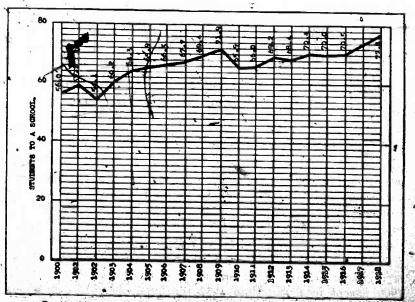
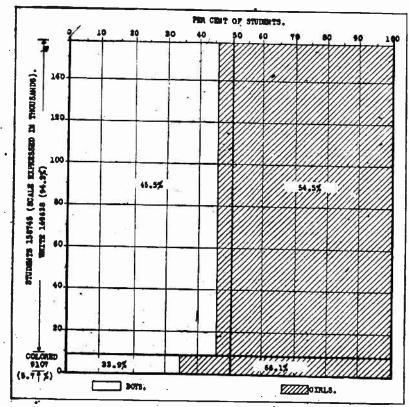


Fig. 12.—Average number of students in private high schools and scademies, 1900-1978.

BENNIAL SURVEY OF EDUCATION, 1916-1918.

WHITE AND COLORED STUDENTS.

The distribution of students as to sex and color is shown graphically in figure 13. The number of colored students enrolled in private high schools and academies is only 5.7 per cent of the total number. In white schools the number of boys equals 45.5 per cent of the total, but in schools for colored youth the number of boys equals only 33.9 per cent of the total. It is evident therefore from figure 13 that



Fro. 13.—Enrollment of white and of colored students by sex in private high schools and academies, 1917-18.

private secondary schools for colored students do not enroll as large a percentage of boys as is characteristic of private schools for white students.

COLORED STUDENTS.

Figure 14 shows over a series of years the distribution of colored students in private secondary schools as to sex. The number of colored girls has exceeded the number of colored boys each year since 1900, except in 1903. Until 1911 the boys and girls were about



equally divided. Since that date the two lower curves diverge, indicating that there is a tendency for these private schools to enroll a much larger percentage of girls than boys. The total number of colored students enrolled has increased from 2,390 in 1900 to 9,107 in 1918, or 253 per cent. This percentage is significant in view of the fact that the corresponding increase in the number of white students

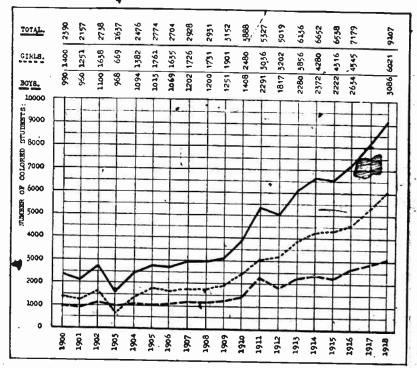


Fig. 14.—Number of colored students in private high schools and academies, 1900-1918.

enrolled in private secondary schools has been only 38 per cent within the same period.

PRIVATE HIGH SCHOOLS EXCLUSIVELY FOR COLORED STUDENTS.

The statistics of private high schools exclusively for colored youth are shown in detail in Table 29 and in summarized form in Tables 26 and 27. Altogether, 133 schools of this type reported. Of these schools, 105 offer a four-year course. The total number of instructors was 780 and the total number of students 9,032. Of this number, 7,885 students are enrolled in four-year schools. An additional number of 75 colored students were enrolled in other private secondary schools. The total number of graduates reported was 1,189. The total number of colored students in military drill was 850. The



distribution of enrollment by course of study is shown in Table 26. The total number of volumes in the libraries of these schools was 122,765, and the total valuation of all property was \$6,036,849. In all, 129 schools reported a total income of \$999,765.

DISTRIBUTION OF STUDENTS AS TO ADVANCEMENT AND AS TO SEX.

The vertical scale in figure 15 shows the distribution of students as to the class in which they are enrolled. Over one-third of the stu-

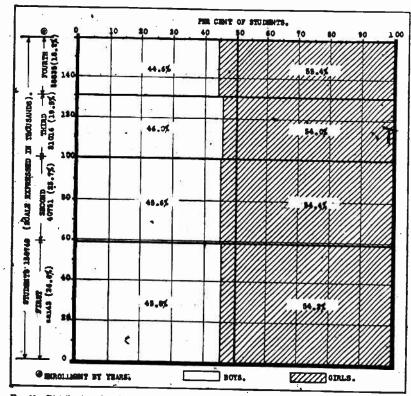


Fig. 15.—Distribution of students in private high schools and academies as to the year in which they are enrolled and as to sex, 1917-18.

dents (58,143) are in the first year; about one-fourth (40,751) are in the second year; almost one-fifth (31,016) are in the third year; and 18.2 per cent (28,835) are in the fourth year. The horizontal scale shows the distribution of boys and girls in each year of the course. A very striking feature of this sex distribution is that the percentage of boys and girls remains about the same as students advance in the course. Some forceamust operate in private secondary schools to keep the boys in school. The number of girls, however, constitutes over half the total enrollment in each year.



AMOUNT OF SCHOOLING OFFERED TO STUDENTS.

By noting the vertical axis in figure 16 it is found that 90.1 per cent of the students in private secondary schools are enrolled in four-year schools; 3.2 per cent in three-year schools; 1.6 per cent in two-year schools; and 5.1 per cent in one-year schools. These percentages should be compared with the corresponding percentages for the number of schools in figure 5. While 85.6 per cent of the schools

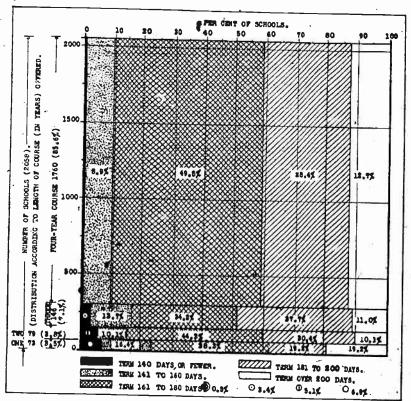


Fig. 16. - Distribution of 158,745 students enrolled in private high schools and academies according to the amount of schooling offered, 1917-18.

offer a four-year course, they enroll 90.1 per cent of the students; while 7.1 per cent of the schools offer a three-year course, they enroll only 3.2 per cent of the students; while 3.8 per cent of the schools offer a two-year course, they enroll only 1.6 per cent of the students; and while 3.5 per cent of the schools offer a one-year course, they register 5.1 per cent of the students. It is evident, therefore, that the larger schools offer a four-year or one-year course. The exact average size of schools in each class may be obtained by dividing the number of students in each group of schools by the corresponding number of



schools. The average size of the four-year schools is 81; of the three-year schools, 35; of the two-year schools, 32; and of the one-year schools, 111.

The horizontal scale of figure 16 shows the percentage distribution of students according to the length of the school term. A very small percentage of students in four-year-schools have a term of 140 days or fewer, as indicated by that part of the diagram colored black. About half of the students in four-year schools have a term of 161 to

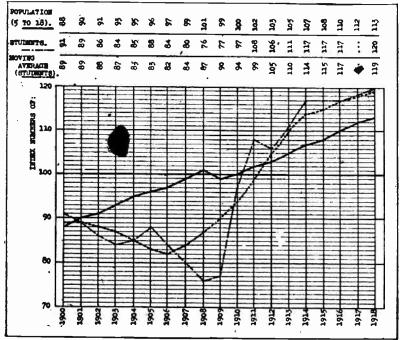


Fig. 17.—Rate of increase in the number of students in private high schools and academies as compared with that in the total population 5 to 18 years, 1900-1918. (The average enrollment since 1900 is 121,215. The smollment for each year since 1900 is divided by this average to get the index numbers for students. The similar method used in securing the population indices is given in detail in the chapter on "Industrial Schools for Delinquents." The "moving average" is secured by averaging the indices for seven consecutive years and plotting the average for the fourth year of the series. The moving average shows the general trend.)

180 days. Over one-fourth have a term of 181 to 200 days. Combining the last two groups, it is found that about one-third of the students in four-year schools have a term exceeding 180 days. For all schools combined, it is found that 1.8 per cent of the students have a term of 140 days or fewer; that 7.8 per cent have a term of 141 to 160 days; that 47.7 per cent have a term of 161 to 180 days; that 27.7 per cent have a term of 181 to 200 days; and that 15 per cent have a term exceeding 200 days. The corresponding percentages appearing on



the graph should be compared with these percentages for all types, combined. Thus the percentage of students in three-year schools having a term of 161 to 180 days (28.5 per cent) is not nearly so large as the corresponding percentage (47.7 percent) for all groups combined. The students in one-year schools have either a very short term (20.6 per cent of the students.)

COMPARATIVE RATES OF INCREASE IN THE NUMBER OF SECONDARY STUDENTS IN PRIVATE SECONDARY SCHOOLS AND IN THE TOTAL POPULATION 5 TO 18 YEARS.

By reducing the population 5 to 18 years and the enrollment in private secondary schools to index numbers, it is possible to compare rates of increase. The method used in securing the indices is to divide the population each year by the average population for the period 1900-1918, and to divide the enrollment each year by the average enrollment for the same period. The respective curves are then plotted according to the indices appearing at the top of the figure. The population curve shows a fairly steady increase, but the enrollment curve takes the same general course as that representing the total enrollment in figure 8. The sudden fluctuations in this curve have been eliminated by applying a moving average to the index numbers for enrollment, as explained above. The rate of increase between any two consecutive years is indicated approximately by the slope of the curve joining these points. Thus from 1914 to 1915 the population curve has about the same slope as the moving average, indicating that rates of increase are about equal. Since 1914 the enrollment and the population have also increased at about the same rate. If the extremities of the two curves are compared, it is found that the moving average has increased a little more rapidly than the population curve. The drop in the enrollment curve from 1900 to 1909 has been explained elsewhere. This part of the enrollment curve and the corresponding moving average should not be compared with the population indices. It would have been impossible to compare graphically the absolute enrollment with the total population 5 to 18 years without reducing the actual numbers to indices. Any relationship existing would have been imperceptible, since the totals would have occupied widely different parts of the scale.

NUMBER OF GRADUATES.

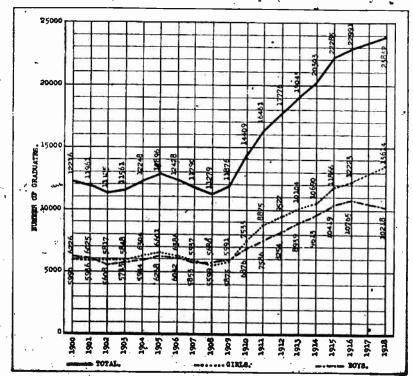
A distribution of graduates according to sex is shown graphically in figure 18. Until 1909 the number of boys graduating was about the same as the number of girls. Since that date the number of girls graduating has increased more rapidly than the number of boys, as indicated by the divergence of the two lower curves in the figure.



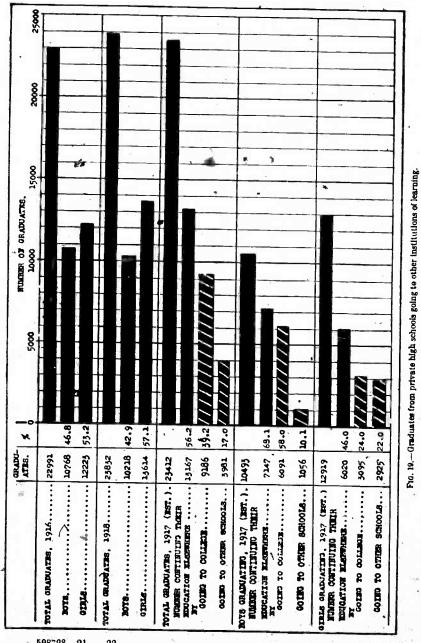
There was a slight decrease in the number of boys graduating in 1918. This is probably accounted for by war conditions, many of the older boys probably coming within the draft age or leaving school to accept positions made vacant by draftees. The number of girls graduating continued to increase regardless of war conditions.

GRADUATES GOING TO OTHER INSTITUTIONS OF LEARNING.

In 1916, and in years preceding, date were collected to show the number of graduates from private secondary schools who were preparing to enter college or other institutions of learning. The replies to this question did not show how many graduates actually went to higher institutions. In 1918 the inquiry was changed so as to secure the actual number who go to other schools after graduation from the private secondary school. At the time these reports are furnished, just after the close of the school term, graduates have not yet entered college or other institutions. Consequently, principals were asked to give the number of graduates from the class of 1917 who went to college or to other institutions of learning in 1719-18. The replies, therefore, to this inquiry are not directly com-



.Pio. 18.—Number of graduates from private high schools and academies, 1900-1918.



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parable to the number graduating in 1918. Since the Bureau of Education collects statistics only for even-numbered years, the exact number of graduates in 1917 is not known. It can be estimated, however, from the number graduating in 1916 and 1918. In 1916 the total number of graduates was 22,99 r, including 10,768 boys and 12,223 girls. In 1918 the total number of graduates was 23,832, •including 10,218 boys and 13,614 girls. The average of these respective numbers gives approximately the number of graduates in 1917, viz, total, 23,412; boys, 10,493; and girls, 12,919. It is found from Table 11 that the total number of graduates (class 1917) who went to college in 1917-18 was 9,186, including 6,091 boys and 3,095 girls, and that the total number who went to other institutions, such as normal schools, business schools, trade schools, retc., was 3,981, including 1,056 boys and 2,925 girls. Assuming that the estimates made above are correct, it is found that 39.2 per cent of the graduates in 1917 went to college in 1917-18 and that an additional 17 per cent went to other schools, making a total of 56.2 per cent who continued their education after graduating from the private secondary school. These percentages are not essentially different from those shown in Table 11, columns 11 and 15, which are based on the number graduating in 1918.

It is of special interest to compare the percentages of boys and girls graduating from private secondary schools who go to other institutions of learning. Of the 10,493 boys graduating in 1917, 58 per cent went to college in 1917-18 and an additional 10.1 per cent went to other schools. Altogether, 68.1 per cent of the boys continued their education after completing the work of the private secondary school. Of the 12,919 girls graduating in 1917, 24 per cent went to college in 1917-18 and an additional 22 per cent went to other schools. Altogether, only 46 per cent of the girls graduating in 1917 continued their education after completing the secondary school. By comparing the percentages of boys and girls going to college it is found that 2.4 times as great a proportion of boys as girls, graduating from the private secondary school, will attend college, while almost 2.2 times as great a proportion of girls as boys will go to other schools. The great influx of girls to private commercial schools during the war, shown elsewhere in this report, may partly account for the large percentage of girls graduating from private secondary schools who go to other schools not of collegiate rank. The small percentage of boys enrolled in normal schools and private commercial schools indicates that teaching, bookkeeping, stenographic and secretarial work, etc., are not so attractive to boys as to girls. Consequently, boys go to colleges and universities, while a proportionally large percentage of girls go to other schools, such as normal schools, business schools, etc.



It has been estimated above that 50 per cent of the students entering private secondary schools do not remain to graduate. It has just been shown that only 56.2 per cent of those graduating continue their education in other institutions. There is an additional loss, therefore, of 43.8 per cent after graduation from the secondary school. Of 100 students entering private secondary schools, only 50 will graduate and only 28 or a little over one-fourth the original number will enter college or other educational institutions. Considering only the graduates going to college, it is found that only 20 students out of the 100 entering the secondary school will enter college four years later. In other words, four-fifths of the students entering high school will not enter college.

NUMBER OF SCHOOLS REPORTING THE VARIOUS COURSES OF STUDY.

It will be observed in figure 20 that practically all schools (2,019) offer the academic course. Until 1918 all schools were considered as offering an academic course. The number of schools offering a commercial course has increased from 614 in 1911 to 872 in 1918. The number of schools offering a course in home economics has increased from 186 in 1911 to 411 in 1918. The high point in the curve in 1915, viz, 511, is probably an error. The number of schools offering a teachers' training course has remained practically the same, increasing only from 259 in 1911 to 281 in 1918. The number of schools offering a course in agriculture has increased from 100 to 152 within the same period, and the number offering a technical or manual training course from 102 to 194.1 The number of students enrolled in each course for each year since 1910 is given in Table 3. Only a small percentage of students in private secondary schools are enrolled in these special courses, outside of the commercial. Only a small percentage of schools offer a course in manual training, in home economics, in agriculture, or in teacher training. The private high schools are largely academic.

STUDENTS IN MILITARY DRILL.

As will be noted in Table 1, no data were collected from 1907 to 1913, inclusive, from private secondary schools concerning the number of students in military drill. Since 1913 the enrollment in this subject has increased. In 1914, 86 schools reported 6,835 students in this subject; in 1915, 113 schools reported 8,836 students; in 1916, 134 schools reported 10,324 students; and in 1918, 532 schools reported 31,532 students in military drill. Within the last two years the number of schools offering military drill has increased almost four-fold



¹ As shown in Table 13, 118 schools offer trade training courses in which 8,834 students are enrolled, including 1,875 boys and 1,959 girls. The purely trade training schools, public and private, will be treated in another chapter.

and the number of students enrolled in this subject over three-fold. By reference to Table 9 it will be noted that 65 schools offer military drill for girls, enrolling 2,639 girls in this work. Previous to 1918 no

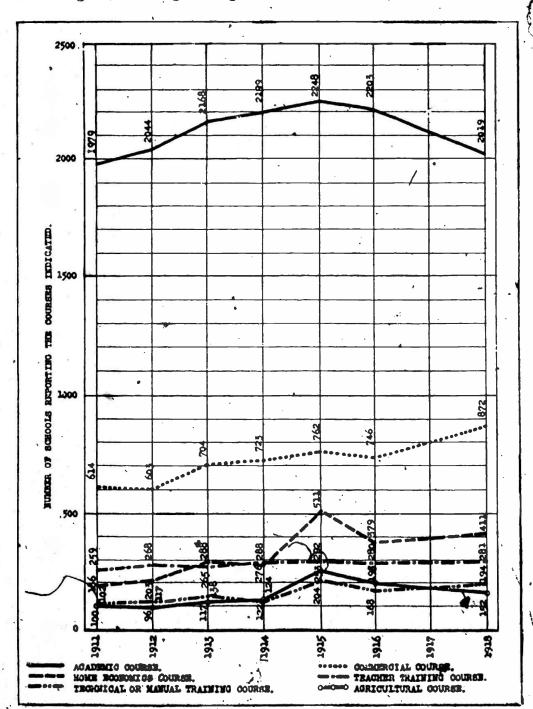


Fig. 20.—Private high schools and academies offering the various courses of study, 1900-1918,

girls were reported as being enrolled in military drill. The boys taking military drill number 28,893 and are enrolled in 474 schools. About one-fourth of the private secondary schools offer military drill and about one-fifth of all secondary students in all private secondary



schools are enrolled in this work. The effect of the war in stimulating private secondary schools to offer military training is clearly evident.

LIBRARIES.

The average number of volumes in the librar's of private high schools and academies has increased from 1,264 volumes in 1900 to 2,122 volumes in 1918. The relatively high averages from 1904 to 1909 are probably due to the fact that only the larger schools reported during this period. The data for 1904 are probably erroneous.

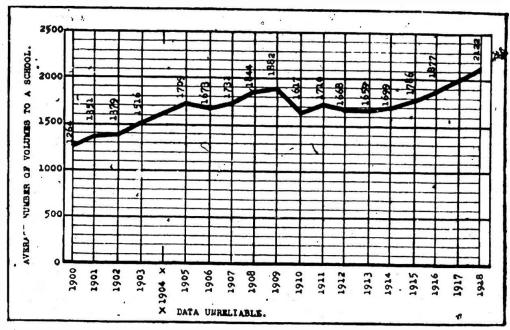


Fig. 21.—Average number of volumes in the libraries of private high schools and academies, 1900-1918.

PROPERTY.

By reference to Table 23 it will be found that 1,680 schools reported grounds and buildings valued at \$176,897,467. If each of the other schools had the same average valuation (\$105,296), the aggregate for all 2,058 schools would be \$216,699,168. It should be remembered that the property is used by both elementary and secondary pupils.

Altogether, 1,638 schools reported the value of scientific apparatus, furniture, machinery, libraries, etc., amounting to \$15,568,693. If each school not reporting this information had the same average valuation (\$9,505), the total valuation of such property in the 2,058 schools would be \$19,561,290.

Only 336 schools reported endowment funds, aggregating \$34,179,242.

In all, 788 schools reported expenditures for sites and buildings during the year amounting to \$5,052,289.



INCOME.

As shown in Table 24, only 168 private secondary schools received money from public appropriations. The total amount thus appropriated was \$441,463.

The total amount received from tuition and other educational fees was \$13,662,413, as reported by 1,393 schools. The total amount received from productive funds was \$1,945,781, as reported by 331 schools. The number of schools reporting this information agrees fairly well with the number reporting the value of productive endowment funds, viz, 336 schools. Assuming that the \$1,945,781 is the income on the total amount of productive funds, \$34,179,242, the rate of interest received is 5.69 per cent.

Altogether, 977 schools reported an income from other sources" amounting to \$6,602,372. The total income available for use was \$22,652,029. The total number of schools reporting income was 1,761. These schools enrolled 126,720 students. The average income per secondary student, therefore, was \$179, as shown in Table 25. This average should be used with care, since the income reported includes receipts for both the elementary and the secondary school. The income from tuition fees per secondary student was \$108, as shown in Table 25. Pupils in the elementary grades contribute also to this tuition fund of \$13,662,41%. The total per capita income of \$179 and the per capita income of \$108 from student fees, while not strictly accurate, in that elementary pupils are not considered, are probably equally erroneous. The ratio between them, 60 per cent, indicates the extent to which student fees support private secondary schools.

Altogether, 186 schools received endowment funds amounting to \$1,748,258.

For several reasons it is desirable to show separately the statistics of four-year private secondary schools. Of the 2,058 schools reporting, 1,760 offer a course of at least four years. Of the 14,199 instructors in private secondary schools, 13,011, or over 91 per cent, are employed in four-year schools. These four-year schools enroll 143,027 secondary students, or 90.1 per cent of the total number of students reported. In 1918, of the 23,832 graduates reported, 21,256, or 89.2 per cent, were graduates of four-year schools. Strictly speaking, these are the only graduates who are eligible to attend college. The number of graduates from these four-year schools is 73.7 per cent of the enrollment in the fourth year. In other words, 26.3 per cent of students in the fourth year of four-year schools fail to graduate. As pointed out elsewhere, the fourth-year anrollment often includes students registered in grades beyond the secondary school. This condition tends to increase the graduation mortality



percentage (26.3 per cent) above what it really should be. It is impossible to compute mortality percentages between the enrollment of one year and another in four-year schools, since statistics of such schools have not been segregated in preceding reports.

If the total number of graduates reported for all schools (23,832) is divided by the total number of students in the fourth year (28,835), a quotient of 82.6 per cent is obtained. This quotient, indicating a loss of only 17.4 per cent, is erroneous, since one-year, two-year, and three-year schools also report graduates but have no fourth-year enrollment. The method used in connection with a discussion of figure 10, in estimating mortality between the fourth year and graduation, is likewise probably erroneous to the same degree, since a similar method has been used in ascertaining it. Expressed mathematically, 17.4 per cent is to 26.3 per cent as 20.9 per cent is to an unknown quantity, which is found to be 31.6 per cent. This result means that 31.6 per cent of students enrolled in the fourth year of private secondary schools, from 1910 to 1918, did not graduate, a loss of almost onethird instead of one-fifth (20.9 per cent) as computed above. Both percentages, however, have value, the one showing the graduation mortality for all schools combined and the other for four-year schools only. The decrease in graduation mortality from 31.6 per cent for a nine-year period to 26.3 per cent in 1918 is very commendable.

From the 1917 class 8,378 graduates of four-year schools went to college and an additional 3,647 graduates went to other institutions. Assuming that the same number of graduates from the class of 1918 will continue their education in 1918–19, it is found that 39.4 per cent will attend college and 17.2 per cent will go to other schools. In other words, 56.6 per cent of the graduates of four-year schools will continue their education.

Of 100 students registered in the fourth year of four-year schools, only 74 will graduate and only 42 will enter college or other institutions of learning. A high-mortality rate is, therefore, shown between the last year in high schools and the first year in college.

By reference to Table 22 it is found that 32.4 per cent of the students chrolled in four-year schools are in the first year, 26.6 per cent in the second year, 20.8 per cent in the third year, and 20.2 per cent in the fourth year. The corresponding percentage distribution of enrollment for all private secondary schools is 36.6, 25.7, 19.5, and 18.2 per cent for these respective years. Since the first percentage in the latter group (36.6) includes unclassified and special students, the first percentage in the former group (32.4) comes more nearly representing the correct percentage in the first year. Since the last percentage in the former group includes students enrolled beyond secondary grades, the latter percentage comes more nearly representing the correct percentage enrolled in the fourth year of the secondary school. For all schools combined the following distribution percent



ages are estimated to be essentially correct: First year, 34 per cent; second year, 27 per cent; third year, 21 per cent; and fourth year, 18 per cent; the fourth year including all students in these schools doing collegiate work.

TABLE 6.—Private high schools and academies—Schools, instructors, secondary students, and elementary pupils, 1917-18.

	States,	porting.	g in	econd struc	ary lors,		econds tuden		l in	mentar cluded ade.	y pupi in seco	ls not ndary	si inc colu	conde conde tuden tude tuden tuden tuden tuden tuden tuden tuden tuden tuden tuden tude tuden tuden tuden tuden tuden tuden tuden tuden tuden tuden tude tuden tuden tuden tuden tude tuden tude tude tude tude tude tude tude tude	ary its d in 6, 7,
	-	Schools geporting.	Men.	Wormen.	Total.	Boys.	Girls.	Total.	Schools re-	Boys.	Girlş.	Total.	Schools re- porting.	Boys.	Olrls.
	1	2	8	. 4	5	6	7.	8	9	10	11	12	18	14	18
	United States	2,058	5,411	8, 788	14, 199	72, 238	86, 507	158,745	1, 517	87, 495	120,030	207, 525	166	3, 006	A, 021
	Alabama. Arizona Arkansas California Colorado	15 83 13	18 32 151 15		188 36 61 550 80	896 230 357 1,645 143	286 424		32 13 70 11	1,542 110 595 3,831 567	2,684 286 873 5,545 949	4,226 395 1,468 9,376 1,516	11 6	253 146 0	392 178 2
	Connecticut Delaware District of Columbia Florida Georgia	45 6 28 18 58	209 15 71 37 100	216 32 197 55 215	425 47 268 92 315	2,812 199 831 303 1,832	1,937 142 1,875 476 2,294	4,249 841 2,706 779 8,626	22 4 17 12 43	. 217 81 808 990 2,147	486 123 1,941 1,423 3,706	703 174 2,749 2,413 5,853	3 1 5 22	3 0 131 211	25 186 838
	Idaho	13 94 35 86 24	210 101 91 • 59	58 425 120 285 87	107 635 221 876 146	647 2,915 1,430 1,125 706	765 4,645 1,257 2,368 1,248	1,412 7,560 2,687 3,694 1,964	8 65 30 70 14	187 4,502 1,901 4,078 545	309 5,918 2,690 5,287 709	496 10,510 4,591 9,360 1,254	2 1 1	0 1 0	1
,	Kentucky. Louisiana Maine. Maryland Massachusetts.	66 39 81 41 97	101 91 76 143 334	226 109 93 186 581	327 200 169 329 915	1,872 1,083 1,287 1,471 5,084	1,791 1,200 1,414 1,311 5,611	3, 168 2, 283 3, 701 2, 782 10, 645	55 32 11 28 65	2,209 2,059 204 1,161 4,033	3,601 2,099 76 1,436 8,615	5,810 4,158 280 2,657 12,648	3 12 7	38 287 1	88 623 0
	Michigan Minnesota Minsissippi Mississippi Missouri Montana	55 54 27 54 10	64 176 82 141 28	268 234 98 255 53	332 410 180 396 81	1,474 2,439 1,010 2,013 341	2,865 2,922 855 2,161 558	4,339 5,361 1,865 4,174 896	47 45 18 26 8	5,797 2,354 1,142 1,151 678	6,772 2,974 1,096 2,187 883	12,569 5,328 2,238 3,338 1,511	9 1 2	4 1 184 21 2	0 431 44 0
٠,	Nebraska New Hampshire New Jersey New Mexico New York North Carolina	25 23 63 7 222	40 126 277 11 645	92 67 957 34 1, 158	132 193 534 45 1,802	1,859 8,033 95 8,509	802 813 1,728 158 9,480	1,307 2,672 4,761 253 17,996		896 1,140 3,180 402 12,092	1,135 1,036 3,321 760 14,214	2,021 2,176 6,501 1,162 26,866	2	1 2	1 9 B
	North Dakota Ohio Okiahoma Oragon	78 23 16	160 16 91 29	194 40 402 64 87	354 56 493 93 122	269 287	2,644 856 8,802 580 577	5,051 488 5,321 849 814	48 9 61 20 11	1,818 455 8,458 1,120 517	2,638 529 6,994 1,436 1,061	4,456 964 12,447 2,556 1,568	22	466	948
100000000000000000000000000000000000000	Pennsylvania	140 10 27 11 58	477 49 20 85 174	728 52 70 43 125	- 13223		7,116 482 912 479 1,904	13,500 1,162 1,948 729 4,981	108 6 21 7 48	8,021 172 1,069 4874 2,241	10,016 341 1,370 408 2,408	18,037 518 2,439 777 4,849	13	475	801
	Terne Utah Vermonth Vergine Washington	64 16 16 60 27	177 128 31 100 58	208 96 80 194 116	174	752 2,587	2,384 2,621 1,015 1,613 1,016	4,587 4,282 1,771 4,208 1,487	58 7 6 44 19	2,008 230 68 1,184 788	3,519 565 176 2,105 1,498	5, 512 895 289 3, 259 2, 340	13	401 189	592
	West Virginia	14 85 3	125	75 169 13	107 294 19	1,688	1,673 146	3,300 340	11 22 1	704	1,100	967 1,813 138	2	2	•

"I Per colored students expressed in schools exclusively for colored worth, as Table 2



TABLE 7.—Private high schools and academies—Enrollment of secondary students by years, in the 2,058 schools reporting, 1917-18.

		First ye	er.	8	mond 5	еаг.	1	dird ye	er.	F	ourth y	66 1.
States,	Schools re- porting.	Boys.	GL/IS.	Schools re- porting.	Boys.	Girls.	Behools re-	Воуя.	Girls.	Schools re-	Boys.	QE18.
1	2		4	5	6	7	8	9	10	11	12	18
United States	2,044	26,633	31,510	1,959	18, 500	22,251	1,874	14,263	16,753	1.760	12,842	15,908
Alchama Arizona Arkansas Dalifornia Colorado	42 6 15 83 13	3% 85 180 5% 74	491 108 188 934 244	38 7 14 83 13	210 59 79 443 36	352 80 91 852 182	38 7 15 79 13	165 46 64 315 24	313 57 83 641 125	33 12 75 11	135 40 34 302	242 41 62 580 101
connecticut	44 6 27 17 58	683 54 471 100 526	866 50 892 202 845	39 5 25 17 51	645 35 118 78 844	384 31 290 97 825	38 5 25 17 47	470 42 111 47 262	350 28 301 91 451	38 4 24 17 44	514 68 131 78 200	337 33 392 86 378
dahollinoisndianaowa	13 94 36 85 24	310 1,111 383 505 262	347 1,643 436 957 429	10 91 36 84 24	152 791 439 282 201	201 1,202 296 618 358	87 35 73 22	118 - 558 264 178 90	143 539 295 474 218	80 33 67 22	67 455 244 161 153	74 961 227 519 243
Centuckyouisiana	64 39 31 41 94	529 430 400 685 2,366	723 479 403 307 2,184	64 38 31 35 88	357 294 334 334 984	470 288 340 422 1,290	60 36 31 37 89	259 224 297 234 899	335 262 321 285 1,035	59 28 31 36 85	227 135 256 218 785	263 171 350 297 1,102
fichigan finnesota Ilssissippi lissouri fontana	58 54 27 54	568 967 372 720 142	939 1,038 306 817 214	58 52 27 51 10	376 681 282 505 94	728 848 221 602 134	56 50 27 47 10	290 467 212 429 60	619 558 196 396 102	54 49 23 44 10	240 324 144 359 45	579 480 133 346 105
ebraska ew Hampshire ew Jersey lew Mexico ew York	25 23 63 221	199 389 829 34 3,301	294 238 519 60 3,202	24 23 62 7 204	75 487 828 36 2,231	227 219 411 42 2,319	23 22 61 6 199	53 454 728 13 1,629	212 185 389 29 1,854	22 20 58 6 197	88 529 648 12 1,348	150 171 400 27 2,114
orth Carolina	65 9 78 23 16	942 55 615 114 90	923 164 1,488 299 197	62 9 76 23 16	613 32 408 60 66	707 94 1,005 159 163	58 9 72 20 16	. 455 26 308 54 -51	546 60 737 98 112	53 8 61 20 15	397 19 188 41 30	468 38 572 114 105
ennsylvaniathode Islandouth Carolinaouth Dakota	139 10 26 11 58	2,188 223 449 115 1,001	3,023 121 464 1×3 761	131 10 24 11 56	1,582 179 280 66 736	1,643 116 181 136 459	123 10 22 11 50	1,254 \\ 147 173 84 651	1,157 103 177 94 367	110 10 17 10 48	1,360 184 129 35 639	1,298 92 90 66 317
exastabermontirginia	64 16 16 60 27	726 591 273 767 163	916 791 263 560 843	61 15 16 56 27	600 525 209 673 105	639 1,069 288 424 268	50 15 16 52 27	447 306 137 599 92	463 421 242 319 207	60 15 16 47 24	396 239 133 548 61	366 340 226 310 198
rest Virginia	14 35 3	104 544 27	139 571 41	14 35 3	120 413 23	140 498 42	. 14 83 3	86 323 18	117 313 30	14 82 3	79 408 26	99 290 31

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Table 8.—Private high schools and academies—Distribution of students according to the length of course offered, 1917-18.

		One 9	year h	igh		o-year h schools.			ee-year l schools.		Fou	r-year hi schools.	glı
States.	P	um- ber re- ort- ng.	Stu- dents.	Per cent of total.	Num- ber re- port- lng.	Stu- dents.	Per cent of total.	Num- ber re- port- ing.	Stu- dents.	Per cent of total.	Num- ber re- port- ing.	Stu- dents.	l'er cent of tota
1	١.	2 i	3	4	5	6	7	8	9	10	11	12	18
United States.		73	8,062	5.1	79	2, 531	1.6	146	5, 105	3. 2	1,760	143,027	90.
labama	-	2	97	4.2	3	62	2.7	4	136	6.0	33	1, 999	87.
risona		!						l .	l	! . 	7	516	100.
.rkansas								3 7	85	10.9	12	6:46	89.
alifornia				• • • • • •	1	36	.8	7	203	4.4	75	4,413	94.
olorado	••• ••			••		···· •	. · · • • • •	2	26	3.3	11	709	96.
onnecticut		5	472	11.1	2	134	3.2	į			38	3,643	85.
elaware		1	21	6.2		ļ	!	1	18	5.3	4	302	88.
istrict of Columb	ota.	2	900	33.3	1	35	1.3	1	20	.7	24	1,751	64.
lorida eorgia	• • •	1 3	185	5. 1 5. 1	····.5	106	2.9	6	103	2.9	17	3, 232	94. 89.
-	- 1	-			1			1			1		
laho		3	72	5.1	1	14	1.0	1 7	128	9.1	8	1, 198	84.
linois	· · · ·	3	53	.7	4	170	2.2	7 2	194 88	2.6	80	7,143 2,589	94.
xdiana		2	157	4.2	1 5	115	3.1	12	302	3.3 8.2	33 67	3, 120	96. 84.
8D585			1.107	7.2	2	206	10.5	1.4	304	0. 2.	22	1,748	89
				l	1 -				1		1	1	
entucky		1	11	7.7	4	168	5.3	2	. 34	1.1	39	2,950	93.
ouisiana		1	176	7.7	1 2	46	2.0	8	245	10.8	28	1,816	79.
alne		٠٠٠٠٠			· ···· <u>:</u> •	· · · · · <u>· · · · · · · · · · · · · · </u>			·····		31	2,701	100.
aryiand assachusetts		3	255 1. 880	9.2 17.7	1	15	.5	1 6	35 267	1.2 2.5	36 85	2,477 8,498	89. 79.
lichigan		0	0	.0		j 16	.4	3	99	2.3	54	4,224	97.
linnesota]	1	373	7.0	3	64	1.2	1	202	3.8	49	4,722	88
lississippi	••••	٠٠٠٠ ا			.t	¦,,,		4	178	9.5	23	1,687	90
Dasouri	• • • •	3	132	3.2	4	H4	2.0	3	9.0	2.3	44	3,860	92
lontana		• · · ·				*				}	10	2996	100
lebraska. lew Hampshire. lew Jersey lew Mexico		1	20	1.5	1	17	1.3	1	30	2.3	22 20	1,240	94
iew Hampsnire		••••	1	ś	0	27	1.0	2	76	2.9	58 58	2,569	96
lew Maxico		1	13	1 .3	. 1	111	4.3	1 4	171	3.6	6	4,572 242	96 95
ew York		14	509	2.9	6	118	1.6	5	128	7	197	17,243	95
orth Carolina		3	319	6.3	2	38		8	247	4.9	53	4,447	88
orth Dakota	::::I.			1			1	ľ	47	9.6	8	441	90
orth Dakota hio		1	58	1.1	.41	182	3.4	12	561	10.6	61	4,520	84
Klahoma	l.	• • • • •			. 1	24	2.8	2	35	4.1	20	790 796	93
regon		••••			1	18	2.2				. 15	796	97
ennsylvania bode Island		7	1,350	10.0	10	509	3.7	14	719	5.4	110	10,922	80
mode Island	.	••••		4			d			1.,	. 10	1,162	100
outh Carolina outh Dakota	••••	3	418	21.5	****			- 7	309	15.9	17	1,216	62
PD DASSAG	- 1	···i	138	2.8	6	117	2.4	1 3	68	3.3	10	705 4,608	96
exas tah ermont		٠.		1	i	23		1	1	11. '	1	1	1
v∧≅o 'tah	• • • •	1	210 125	4.6 2.9	1	23	.5	2	21	* :5	60	4, 283	94
ermont			120	1			1	1			16	4, 157	100
irginia		8	98	2.3	4	78	1.8	· · · · · · · · · · · · · · · · · · ·	97	2.3	47	1,771 3,930	193
irginis. Vashington].							. 8	57	3.9	24	1,380	96
Vest Virginia	1						1		1		1 ,,	884	100
Visconsin		•••••		1	. 2	91	2.7	····i		1.6	. 14	3,215	100
yoming				1				J*		1	.] "3	240	100
			1		-,			-, (100		, -10	



PRIVATE HIGH SCHOOLS AND ACADEMIES, 1917-1918.

3

TABLE 9.—Private high schools and academies—Military drill in 1977-18.

	S	tal seco tudent ilitary	s in	Bo	ysin m drili	ilitary	Gir	lsin mi d ri ll.	litary	Bo dr	ys in m ill in 191	litary 15-16.
States	Schools reporting.	Total enrellment in these schools.	Number in mili- tary drill.	Schools reporting.	Total number of boys in these schools.	Number of boysin military drill.	Schools reporting.	Fotal number of girls in these schools.	Number of girls in military drill.	Schools reporting.	Total number of polys in these schools.	Number of boysin nulitary drill.
1	2	8	4	5	6	7	8	9	10	11	12	LA
United States	532	39,908	31, 532	474	36,380	28,873	65	3, 528	2,639	134	11, 977	10, 32
Alakama Arizona Arkansos California Tolornio	15	575 127 330 879 27	485 127 206 747 27	8 2 7 13	475 127 286 684 27	410 127 176 537 27	1 3	100 44 195	75 30 150	3	286	32
Connecticu t Deluwate District of Columbia Florida Geofgin	1	1, 721 47 376 189 946	1,624 47 374 172 605	17 1 4 6 14	1,683 47 376 167 600	1,586 47 374 161 453	1 1 5	38 22 346	38 11 152	2 1 3 6	172 148 157 556	14 11: 13: 58:
duho. Ilinois Indlana: owa:	: 5	185 1, 200 876 364 370	94 948 804 230 231	14 5 13 6	185 1,023 876 285 370	94 806 864 151 231	5	177 79	142 79	3 3 	305 610	30 53
Kentucky. Louisiana	11 10 2	481 358 111 488 2, 192	409 328 105 451 1,849	11 10 2 0 20	481 358 111 422 1,951	328 105 388 1,647	1 3	66	63 202	3	247 205 733	23 19 22
Michigan. Minnecta Missiscippi Missouri. Montana.	12 14 10 9	645 1,383 716 1,064 165	503 1,120 694 1,034 120	12 14 10 9 3	645 1,302 716 1,064 137	503 1, 118 6:14 1, 034 108	1 	21	2 12	3 6 5	617 316 517	61 31 51
Neiraska New Hampshire New Jersey New York North Carolina	5 23 97 22	129 1, 255 2, 916 7, 220 1, 419	96 611 1,933 4,783 908	5 7 24 79 21	129 1,255 2,612 6,399 1,331	96 611 1,740 4,171 818	 5 18 1	304 821 88	193 612 88	1 2 7 24 6	15 386 348 1,852 334	17 25 1,62
North PakotaOhioOklahomsOklahomsOregon	9 • 4	10 569 76 2,17 3,244	10 483 36 235 2,504	1 7 2 4 32	10 356 9 163 2,796	10 316 5 160 2,152	3 2 3 0	213 67 134 448	167 31 75 442	1 1 9	142 30 847	14
Rhode Island South Carolina South Pakota Tennessee Texas	2	140 519 57 1, 557 1, 145	136 507 43 1.468 1,064	1 7 2 14 15	140, 519 57 1,530 1,138	136 507 43 1,441 1,062	1 1	27	27 2	3 1 2 4 5	248 153 79 431 364	2x 31 31
Utah Vermout. Virginia Washingtor Wast Virginia. Wisconsin	3 4 16 5 4	213 208 1, 857 104 286 872	79 161 1,809 86 285 813	3 4 16 3 4 8	213 208 1.857 42 286 872	79 161 1,809 40 285 813	2	62	46	3 3	873 267 404	87



TABLE 10.—Private high schools and academies—Percentage distribution of total enrollment of secondary students by sex and by enrollment in each year of the course, 1917-18.

	Total number	of t	cent otal iber.	In first	year.	In sec		In th		In for	
Stapes.	of second- ary stu- dents.	Bo ys .	Girls.	Total num- ber.	Per cent of total.	Total num- ber.	Per cent of total.	Total num- ber.	Per cent of total.	Total num- ber.	Per cent of total.
1	. 2	8	4	5	6	7	8	9	10	11	12
United States	158,745	45. 5	54.5	58, 143	36. 6	40, 751	25.7	31,016	19.5	28, 835	18.2
Alabama Arisona Arisona California Colorsdo	2, 294	39. 1	60. 9	877	38. 2	562	24. 5	478	20.9	377	16.4
	516	44. 6	55. 4	193	37. 4	139	26. 9	103	20.0	81	15.7
	781	45. 7	54. 3	368	47. 1	170	21. 7	147	18.9	96	12.8
	4, 652	85. 4	64. 6	1,519	82. 7	1,295	27. 8	956	20.6	882	18.9
	795	17. 9	82. 1	318	40. 0	218	27. 4	149	18.8	110	13.8
Connecticut Delaware District of Columbia Florida Georgia	4, 249	54.4	45. 6	1,549	36. 5	1,029	24.2	820	19.3	851	20. 0
	341	58.4	41. 6	104	80. 5	66	19.4	70	20.5	- 101	29. 6
	2, 706	80.7	69. 3	1,363	50. 3	408	15.0	412	15.5	- 523	19. 2
	779	38.9	61. 1	302	38. 8	175	22.5	138	17.7	164	21. 0
	3, 626	36.8	63. 2	1,371	37. 8	969	26.7	713	19.7	- 573	15. 8
Idaho.	1,412	45. 8	54. 2	657	46. 5	353	25.0	261	18.5	141	10.0
Illinois	7,560	38. 6	61. 4	2,754	36. 4	1,993	26.4	1,397	18.5	1,416	18.7
Indians	2,687	53. 2	46. 8	819	30. 5	735	27.4	662	24.6	471	17.5
Iowa	3,694	30. 5	69. 5	1,462	39. 6	900	24.3	652	17.7	680	18.4
Kansas	1,954	36. 1	63. 9	691	35. 4	559	28.6	308	15.7	396	20.3
Kentucky Louisiana. Maine Maryland Massachusetts	3, 163	43.4	56.6	1,252	39. 6	827	26. 1	594	18.8	490	15. 5
	2, 283	47.4	52.6	909	39. 8	582	25. 5	486	21.3	306	13. 4
	2, 701	47.7	52.3	803	29. 7	674	25. 0	618	22.9	608	22. 4
	2, 782	52.9	47.1	992	35. 7	758	27. 2	519	18.6	515	18. 5
	10, 645	47.3	52.7	4,550	42. 7	2,274	21. 4	1,934	18.2	1,887	17. 7
Michigan	4,339	34. 0	66.0	1,507	34. 7	1, 104	25. 5	909	20.9	819	18.9
Minnesota	5,361	45. 5	• 54.5	2,003	37. 3	1, 529	28. 5	1,025	19.2	804	15.0
Mississippi	1,865	54. 1	• 45.9	678	36. 4	503	27. 0	408	21.8	276	14.8
Missouri	4,174	48. 2	• 51.8	1,537	36. 9	1, 107	26. 5	825	19.8	705	16.8
Montans	896	38. 1	• 61.9	356	39. 7	228	25. 5	162	18.1	150	16.7
Nebraska	1,307	31.8	68. 2	493	37. 7	302	23. 1	265	20.8	247	18.9
New Hampshire	2,672	69.6	30. 4	627	23. 5	706	26. 4	639	23.9	700	26.2
New Jersey.	4,761	63.7	36. 3	1,348	28. 3	1,239	26. 0	1,117	23.5	1,057	22.2
New Mexico	253	37.6	62. 4	94	37. 2	78	30. 8	42	16.6	39	15.4
New York	17,998	47.3	52. 7	6,503	36. 2	4,550	25. 3	3,483	19.8	3,482	19.2
North Carolina	5,051	47.7	52.3	1,865	36.9	1,320	26. 2	1,001	19:8	865	17.1
North Dakota	488	27.1	72.9	219	44.9	126	25. 8	86	17.6	57	11.7
Ohio	5,321	28.6	71.4	2,103	39.5	1,413	26. 6	1,045	19.6	760	14.3
Okiahoma	849	31.7	68.3	323	38.1	219	25. 8	152	17.9	155	18.2
Oregon	814	29.1	70.9	287	85.3	229	28. 1	163	20.0	135	16.6
Pennsylvania. Rhode Island. Bouth Carolina. South Dakets. Tennessee.	13,500	47. 3 62. 8 83. 1 34. 3 61. 4	52.7 37.2 46.9 65.7 38.6	5, 211 344 913 298 1, 762	38.6 29.6 47.0 40.9 35.7	3,225 295 461 202 1,195	23.9 25.4 23.7 27.7 24.2	2,411 -250 350 128 1,018	17.9 21.5 18.0 17.6 20.7	2,658 273 219 101 956	19.6 23.5 11.3 13.8 19.4
Texas	4,537	47.4	52.6	1,642	36. 2	1,239	27.3	910	20.1	746	16.4
Utah	4,282	38.8	61.2	1,382	32. 2	1,594	37.2	727	17.0	579	13.6
Vermont	1,771	57.5	42.5	536	30. 3	497	28.1	379	21.4	359	20.2
Virginia	4,200	61.6	88.4	1,327	31. 6	1,097	26.1	918	21.9	858	20.4
Washington	1,437	29.8	70.7	506	35. 2	373	26.0	299	20.8	259	18.0
West Virginia Wisconsin Wyoming	884 3,360	44.0 50.2 89.2	86. 0 49. 8 60. 8	243 1,115 68	27.5 83.2 28.8	260 911 65	29. 4 27. 1 27. 1	203 636 48	22.9 18.9 20.0	178 698 59	20, 2 20, 8 24, 6



TABLE 11.—Private high schools and academies—Graduates, 1917-18.

	•	Gradus	ites in	1918.7		wt	luates 10 wei 1versi	at to c	colleg	e or	191 to	luates 7, w other 1917-1	ho w	lass ent ools	who went sin 1917-18
States.	Schools reporting.	Boys.	Girls.	Total.	Per cent of total en-	Schools reporting.	Boys.	Girls.	Total.	Per cent of graduates in 1918.	Boys	GIrls.	Total.	nt of gradum	Graduates, class 1917, v to higher institutions
1	2	8	4	5	6	7	я	9	10	31	12	18	14	15	16
United States	1,852	10, 218	13, 614	23.832	15.0	1, 326	6, 091	3,095	9,184	38. 5	1,056	2, 925	3, 981	16.7	13, 16
Alabama Arizona Arkansas California Colorado	36. 7 13 76 11	92 35 32 268 9	218 36 57 476 89	71 89 744	13. 5 13. 8 11. 4 16. 0	4 4 53	54 6 10 162 6	51 2 1 183 25	11 345	33.9 11.3 12.4 46.4 31.6	3 5 1 18	32 3 6 161 32	8 7 179	11.3 11.8 7.9 24.1 33.0	14 1 1 52
Connecticut Delaware District of Columbia. Florida Georgia.	43 5 22 17 48	482 23 52 36 117	342 21 171 75	223 111	19. 4 12. 9 8. 2 14. 2 11. 5	15 8	28 40 12	82 13 50 9 79	41 90 21	42. 8 93. 2 40. 4 18. 9 36. 9	82 2 5 0 59	13 3 20 15 58	95 - 5 - 25 - 15	11.5 11.4 11.2 13.5 28.1	44
/daho. Illinois Indiana Iowa Kansas	10	68 540 241 198 119	74 680 236 470 205	142 1,220 477 668	10. 1 16. 1 17. 8 18. 1 16. 6	10 62 28 56 21	27 560 131	16 141 54 93 42	701 185 172	30.3 -57.4 38.8 25.7 22.5	2 111 26 23 14	242 63 127 28	9	1 3	1, 08 27 32 11
Kentucky Louisiana Maine Maryland Massachusetta	53 34 30 36 90	161 119 200 244 674	233 117 272 207 1,042	236	12. 5 10. 3 17. 5 16. 2	24 23 26	975	42	115 140 180	34. 0 48. 8 29. 7 39. 9 38. 4	18 28 16 12 68	67 27 34 35 214	85 55 50 47	21.6 23.3 10.6 10.4 16.4	21 17 16 22
Michigan Minnesota Mississippi Missouri Montana		268	451 433 113 313 92	668 742 229 581	15. 4 13. 8 12. 2 13. 9 16. 2	38 48 17 36	211 68		217 95 201	32. 8 20. 2 41. 5 34. 6 44. 1	. 9	98 137 12 87 20	153 21 97	18.7 20.6 9.2 16.7 17.2	20
Nebraska New Hampshire New Jersey New Mexico New York		56 342 476 12 1, 135	147 146 373 14 1, 422	488 849 34	15. 5 18. 3 17. 8 13. 4 14. 2	16	202 304 3	15 97 7	217 401 30	17. 2 44. 4 47. 2 29. 4 33. 4	9 20 24 2 150	93	54 117 7	12.8 11.1 13.8 20.6 22.3	27 54
North Carolina North Dakota Ohio Oklahoma Oregon	58 9 75 16	287 15 249 30 27	365 49 625 90	874 874	12.9 13.1 16.4 9.7	20 11	210 8 138 7 24	9 141 17	274 17 279 24 54	42. 0 26. 5 31. 9 29. 3 46. 2	24 3 9 2 13	36 29 168 14 30	32 177 16	9.1 50.0 20.3 19.5 36.7	44
Pennsylvania Rhode Island Bouth Carolina South Dakota Tennessee Texas	125 10 21 10 53	1, 064 87 88 39 399 288	1,657 75 93 62 245 333	181 101 644	20. 2 13. 9 9. 3 13. 9 13. 1 13. 7	18 8 36	12 228	74	124 23 302	89. 5 49. 4 68. 5 22. 8 46. 9	44 2 11 15 43	205. 17. 17. 20. 35. 48.	28 35 78	9. 2 11. 7 15. 5 34. 6 12. 1 13. 0	15
Utah Vermont Virginia Washington Wast Virginia	14 16 51 25	155 111 325 49 76	226 226 197	381 937 522 167	8.9 19.0 12.4 11.6	9 14 38 15	%2 50 241 28	-48 19 59 36	86 300 64	21.0 20.5 52.4 38.3 35.3	10 37 6	- 1		6.6 9.2 18.2 35.3 11.1	1000
Wisconsin Wyoming	33	226	273	496	14. 9	25	132	59	101	38.3	30	54 3	84	i	27

^{*} These percentages are essentially correct. No data on the number of graduates in 1917 were collected



Table 12.—Private high schools and academies—Enrollment of secondary students by courses of study, 1917-18.

	l:	ı acader	nie com	rses.	ln	comme	ercial co	urses.1			al or m	
,States.	Schools reporting.	Boys.	GIrls.	Total.	Schools reporting.	Boys.	Girls.	Total.	Schools reporting.	Boys.	Girls.	Total.
1	2	3	4	5	: 6	7	8	9	10	11	12	18
United States	2,019	61, 587	71,034	132,621	872	9, 157	14,644	23,801	194	3, 301	2, 479	5,780
Alabama, Arizona, Arkunsas, California Colorado,	12 7 15 83 13	799 204 314 1,537 143	1,117 264 401 2,689 643	1,918 468 715 4,228 786		49 26 35 157 29	89 18 44 408 155	138 44 79 565 184	3 1 1 4 0	153 38 5 41 0	21 2 0 20 0	174 40 5 61 0
Connecticut Delaware District of Columbia Florida Georgia	45 6 27 17 54	2,066 156 698 265 1,178	1,629 129 1,781 351 2,098	3,695 285 2,479 619 3,276	7 3 12 4 13	155 43 104 44 87	319 13 175 51 113	474 56 279 95 200	2 0 1 3 8	44 0 10 51 33	22 0 20 22 141	66 0 30 73 174
Idaho Illinois Indiana Iowa Kansas	12 94 35 86 24	441 2,507 1,299 1,037 546	560 4,098 1,139 2,409 942	1,001 6,605 2,438 3,446 1,528	7 49 21 35 16	45 459 140 289 103	129 1,019 208 411 211	174 1,478 348 700 314	6 5 2 6 1	203 18 15 82 12	17 141 0 107 0	220 159 15 189 12
KentuckyLouisianaMaineMarylandMassachusetts	37 31	1, 274 91 1, 107 1, 240 4, 585	1,6 895 912 1,136 4,312	2,894 986 2,049 2,376 8,897	23 18 12 15 43	148 231 95 223 427	270 247 142 174 1,321	418 478 237 397 1,748	7 4 12 3 8	31 21 310	22 49 14 50 67	66 118 45 71 377
Michigan	27 51	1,403 1,887 757 1,822 232	2,661 2,660 741 1,918 377	4,064 4,541 1,498 3,740 609	31 32 14 29 8	191 641 266 251 129	465 526 67 246 205	656 1, 167 333 537 334	5 9 6 4 3	116 112 131 56	37 +2 29 46 72	106 159 141 177 129
Nebraská. New Hampshire. New Jersey. New Mexico. New York.	25 23 62 7 221	363 1,654 2,889 95 7,149	736 548 1,484 158 8,425	1,099 2,202 4,373 253 15,574	14 11 16 2 77	73 178 144 2 1,240	128 200 273 39 1,050	201 378 417 41 2,290	3 2 9 0 10	17 19 78 0 166	53 2 269 0 203	70 21 346 0 369
North Carolina North Dakota Ohlo Oklahoma Oregon	60 8 76 22 16	1,945 61. 1,346 260 197	1,978 199 3,125 484 497	3,923 260 4,471 744 604	13 47 12 8	133 30 332 35 28	85 66 940 106 95	218 96 1,272 141 123	12 0 6 3 1	167 0 46 16 3	231 0 .265 16 2	. 398 0 311 32 5
Pennsylvania Rhode Island South Carolina. Bouth Dakota Tennesses.	133 10 26 11 57	5,478 007 746 158 2,767	5,059 319 457 256 1,640	10,537 986 1,203 409 - 4,407	67 7 10 7 18	1,167 .63 83 85 81	2, 223 109 119 64 • 122	3,390 172 202 149 203	12 0 5 0 3	475 0 59 9 55	168 0 121 0 31	643 0 180 0 86
Texas. Utah. Vermont. Virginia. Washington.	63 16 16 59 27	1,717 1,112 500 2,450 371	1,961 1,368 748 1,254 926	3,678 2,480 1,317 3,713 1,297	27 7 10 20 10	281 302 156 97 50	237 707 238 241 82	518 1,009 393 338 132	2 1 1	81 323 85 4 7	37 26 0 0	118 349 85 4 7
West Virginia. Wisconsia. Wyoming	14 35 3	360 1,514 93	1,340 138	779 2, 8 64 231	10 23 1	48 187	92 359 3	135 546 4	3 4 0	36 0	41 74 0	41 110 0

¹ Schools offering only the commercial course have been included in the chapter on private commercial chools.



TABLE 13. -Private high schools and academies—Enrollment of secondary students by courses of study, 1917-18.

	Te	scher con		ning			alture	al .	H		econor	nics	Ind	ustria	l or tr	ade
States.	Schools reporting.	Boys.	Girls.	Total,	Schools reporting.	Boys.	Otris.	Total.	Schools reporting.	Boys.	Olris.	Total.	Schools reporting.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
United States	281	1,324	1,881	6, 20 8	152	2, 299	1,324	3,623	411	69%	- 11, 447	12, 145	118	1,875	1,959	3,834
lubama. rizonu. r kunsas. alifornia. ologado.	5. 6 5 3	10 0 8 3	54 0 38 54 5	57	6 1 3 1 2	167 18 16 4 18	217 22 17 0	384 40 33 4 18	5 1 6 10	57 0 0 0	275 50 46 159,	332 50 46 159		57 0 2 15	87 0 .27 121 2	144 0 29 139 6
onnecticut. elaware. istrict of Columbia. lorida. eorgia.	1 0 2 1 1	2 0 0 13	23 0 9 11 147	0 9 24	2 0 1 2 9	28 0 0 13 62	0 6 40 185	28 0 6 53 247	4 0 6 4 23	6 0 0 24	192 0 77 94 744	192 0 77 98 708	0 0 1 1	6 0 9 40	0 3 04	0 3 9 104
iaho linois idiana wa ansas	11 1 17 17	23 2: 0: 2:	45 99 15 161 84	101	1 0 1 5 1	204 0 6 32	0 0 23 10	6	7 17 6 25 2	0 25 3 0 0	112 504 188 472 35	412 529 191 472 35	2 2 0 3 0	7 14 0 13 0	18 15 0 46 6	25 29 0 59
entucky	19 10 10	181 16 4 0 25	271 126 255 10 260	259	7 4 6 3 3	53 55 75 24 61	41 29 0 10 0		14 * 10 7 7 15	30 5 0 12	244 258 162 221 608	167	38223	23 95 32 30 60	6 128 34 34 35	29 223 66 64 95
ielugan innesota ississippi issouri ontana	5 8 4	76 0 24 27 0		133 141 80	2 0 5 3	90 90 38 0	0 61 22 0	9 0 151 60 0	11 11 11 2	319 29	45, 259 457 0 46	319	0 1 3 0	0 79 86 0	D 58 0 0	79 144 0
ebraska ew Hampshire ew Jersep ew Mexico cw York	15 0 3 2 10	25 0 0 0 30	195 0 23 20 145	23	5 8 2 0 4	21 85 17 0 234	0 1 0 12	63. 85 18 0 246	14 11 9 2 30	17 0 0 0 78	209 159 171 52 1,142	171		0 32 0 116	14 0 56 0 179	14 0 88 0 295
orth Carolina orth Dakota hio klahoma regon	20 4 3 3 8	81 1 0 2 2	436 24 54 21 81	25 54 23	15 2 2 4 0	187 17 5 14	339 46 20 23 3	526 63 25 37 3		30 0 0 0	818 50 404 74 177	848 50 404 74 177	2	20× 14 21 23 2	202 7 34 6 3	410 21 58 29 5
ennsylvania	10 0 9 5	393 0 128 13 59	250 0 319 4177 121	0	3 0 5 0 9	82 0 82 0 233	0 34 0 31	0 116	11 1 5 4 11	0 0 21 0	245 25 66 78 296	245 25 87 78 296	5 0 6 2	2×4 0 55 29 4	95 0 74 32 0	379 0 129 01 4
exastahermontirginia, ashington	9 7 5 9	59 67 0 17	261 159 _44 204 _55	44 221	5 7 1 5 0	83 179 34 27 0	49 0 0 34 0	132 179 34 61 0	18 12 7 9	0 25 0 7 0	♥ 486 846 191 177 141	486 871 * 184 141	15	204 204 0 273 0	131 154 0 271 0	172 358 0 544 0
est Virginia isconsin yoming	4 3 1	- 9	31 27 5	40 29 5	. 1 2 0	4 9 0	3 4 0	7 13 0	1 4 0	0	20 58 0	20 58 0		000	20 1 0	20 0
		' . :/	/				4				<u> </u>	`	~>			1
· .	٠.	/	; .	٠.						. •	- ,					12



Table 14.—Private high schools and academies—Comparative data on schools, teachers, students, and graduates, and on high schools for boys only, for girls only, and coeducational, 1917-18.

States.	Second- ary teach-	Second- ary stu-	Second- ary stu- dents	Grad- uates	Privat school boys		Privat schoo girls		Coeduca private scho	high
States.	ers to a school.	dents to a school.	to a teach- er.	to a school.	Schools.	Stu- dents.	Schools.	Stu- dents.	Schools.	Stu- dents.
. 1	2	8	4	5	6	7	8	9	10	11
United States	£ 8	77.1	11.2	11.6	390	42,696	. 732	45,023	936	71,026
llabama. Arizona Arkansas allifornia Colorado.	4.5 5.1 4.1 6.6 6.2	54.6 73.7 52.1. 56.0 61.2	12. 2 14. 3 12. 8 8. 4 9. 9	7. 4 10. 1 5. 9 8. 9 7. 5	6 1 1 20 2	406 20 75 1,306 26	16 1 2 48 6	735 29 72 2,615 412	20 5 12 15 5	1, 153 468 634 731 357
onnecticut	9.4 7.8 9.6 5.1 5.4	94. 4 56. 8 96. 6 43. 3 62. 5	9.9 7.3 10.1 8.5 11.5	18.3 7.3 7.9 6.2 7.2	1 4	1,760 105 476 135 335	17 2 19 6 14	1,322- 52 1,144 190 931	3 4	1,167 184 1,096 454 2,340
daholiinoisowa	6.1	108.6 80.4 74.6 42.9 81.4	9.8	10.9 12.9 13.3 7.7 13.5	18 7 3	2, 248 1, 296 187 137	1 46 20 17 8	3,605 1,019 858 553	9	1.371 1.647 382 2.649 1,264
Kentuckyouisiana	5.0 5.1 5.5	58. 5 87. 1 67. 8	11.4 15.9 8.5	5.9 6.0 15.2 11.0 17.7	10 3 16	709 121 1,051	13 1 15	974 478 54 1,022 4,691	16 27 10	1,476 1,098 2,599
Michigan Minnesota Mississippi Missouri Montana	7.6 6.7 7.3	69. C	13. 1 10. 4 10. 5	10.8	11 9 13	1,333 706 1,590	16 6 21	1,084 1,678 206 1,465 232	27 12 20 5	2, 996 2, 350 880 1, 113 543
Nebraska	6.4	116. 1 75. 6 36. 1	13.8 8.9 5.6	21.2 13.4	2 5 4 24 9. 2	1,143 2,609 93	24	1,207	17 15 1 15	570 1,485 859 11 5,315
North Carolina North Dakota Ohio Okiahoma Oregon	5. 6. 6. 3 4. 0	54. 68. 36.	2 8.7 2 10.8 9 9.1	7. 3. 11.	1 1 6	31 3 486 2 66	7 1 3.5 3.5 7	511	7 7 1 37 0 14	4.33 52
Pennsylvania	8. 0 9. 5. 7.	1 116. 2 71. 1 66.	2 : 12.4 9 13.1 3 9.3	16. 6. 3 9.	7 1	54 4 53 1 52	0	349 111 130	2 3 7 12 8 8	1.29
Toxas. Utah. Vermont. Virginia. Washington.	5. 14. 6. 6.	70. 0 267. 9 110. 1 70.	6 11. 7 15. 0 11.	7 23. 9 21. 8 8.	8 9	1 7	0 8 3	11: 12: 1,04	8 13 0 12 0 24	4,16 1.57 1.02
West Virginia Wiscousià Wyoming		4 98.	0 11.	4 - 14.	3	4 28 8 1,06	8 1			1,44



Table 15.—Classification of private high schools and academies according to control, 1917-18.—Part I.

	report	jo La se	jo "	,	Baptis	ı. ·	(hristia	n	Cong	regati	onal.
States.	Total number schools repo	Total number instructory.	Total number students.	Schools.	Instructors.	Students.	Schorts	Instructors.	Student's.	Schools.	Instructors.	Students.
	2	3		5	6	 7	N	9	10	11	12	18
United States.	2,058	14, 199	158,745	90	559	8, 129	19	105	1, 258	28	212	2,086
Alabama. Arizona. Arkansis. California. Colorado.	42 15 83 13	188 36 61 550 80	2,294 516 781 4,652 795	7	24 25	391 426	1	2	10	3	22	144
Connecticut. Delaware. Dist. Columbia. Florida. Georgia.	45 6 28 18 58	425 _ 47 268 92 315	4,249 311 2,706 -779 3,626	1 16	8 76	91 1,320	1	6	117	1 4	4 22	26 212
Idaho Illinois Indiana Iowa Kansas	13 94 36 86 24	107 635 221 376 146	1,412 7,560 2,687 3,694 1,954								•••••	
Kentucky Louisiana Maine Maryland Massuchusetts	66 39 31 41 97	- 327 200 169 329 915	3, 163 2, 2x3 2, 701 2, 782 10,645	6 6 5	34 21 43	280 221 773	3 1	12 7	180 54	1 1	12	208
Michigan	883532 2	332 410 180 396 81	4,339 5,361 1,865 4,174 896	2 3 2	13 24 13	269 210 203	1	8 6	44 47	3 1 2	38 13 8	347 159 157
Nelmaska. New Hampshire. Now Jersey. New Mexico. New York.	25 23 63 7 222	132 193 534 45 1,803	1,307 2,672 4,761 253 17,998	1 : 1 :	9 17	175 225 37	3	19	169	1 2	6 12	61 135
North Carolina	66 9 78 23 16	354 56 493 93 122	5,051 488 5,321 819 814	16 1	72	1,228 51	1	6 8	20	4	20	166
Pennsylvania Rhode Island South Carolina South Dakota Tennessee	140 10 27 11 58	1, 205 94 140 78 299	13, 500 1, 162 1, 943 729 4, 931	2 4 5	20 25 16	128 253 278.	3	22	316	1 1	4 7	24 36
Texas. Utah. Vermont. Virginin Washington	64 16 16 60 27	380 224 111 363 174	4,535, 4,282 1,771 4,200 1,437	5	39 45	682 588	1 i	2	46 /12	1	12	95
West Virginia. Wisconsin. Wyoming.	14 35 3	107 294 19	884 3,360 240	` 3 1	, 16 8	204 98	 			. 2	16	146

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Table 15.—Classification of private high schools and academies according to control, 1917-18.—PART II.

	F	plsco	opal.	١	rien	uls.	Li	stter Sain	Day ts.	I.	uthe	run.	M	etho	dist.	Me Eg	thod dsco douth	(s) pal
States.	Schools.	lastructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors	Students.	Schools.	Instructors.	Students	Schools.	Instructors.	Students.	Schools.	Instructors.	i Students
1	. 2	8	4	5	6	7	8	9	10	11	12	18	14	15	16	17	18	19
United States	78	745	5,826	28	227	2, 289	19	256	5,483	53	333	3,981	60	480	6, 367		142	2,090
labama	. 2	7	70	ļ			3	ı 19	434	1	ļ	 	i 4	17	330		10	150
rizona		· · · · •					J	J			١	I	! 2	10		. 1	2	44
alifornia	. 2	18	206	ļ			١.,,		<u></u> .	,	- .		1	8	41			
olorado	[.	¦	· · ·			1	5	. 73	1	····		• • • •	1				
	1:	41	311	1		1	!	!		1	١.	ł	i	l				
Connecticut	5	1 41	311	1	7	76	1	1		:[:::			. i	10	87			٠
District of Columb	ia 3	39	208	١			٠		ļ	•			٠	1	100	. • • •	·	• • • •
lorida	2	9	86	ļ.,,	ļ				ļ <u>.</u>	•[ļ		. 2	12 15	166 118	5	39	60
leorgia	j2	્ 10	60	···			.!			• • • • •			,	1.0	110	1	. 00	1
daho	1	5	41	1	1	1	1 3	41	908	1	J		. 1	10	32		·	
llinois		. 14	63	l'i'	3		Ί.,			. 1	8	94	j 2	16	110	ļ-•		
ndiana	1	15	162	1	5		٠.,	4		. 2	13	195 853		io	56		• • • • •	
owa		14	66	1	2	32		• • • •	• ••••	. 4	37	141		13			• • • •	
Kansas	1	10	67	2	6	100			· · · · · ·		12		٠,٠	۱ĭ	1 - "			1
Kentucky	1	10	43	! .	1		١		.1	.l		.!	. 4	18		. 3		- 11
Louisiana										. 1	2	26		7	186	1	5	ti
Maine				ijΪ	5	66					.[.'	., 1		33		• • • • •	.'
Maryland	5		296	1	13	107	٠	• • • •			ļ		. 1	4	; 33		• • • •	*
Massachusetts	3	48	295	j			.,	·¦···			†···	• : • • • • •						
Y	- 1	J	1	1	1	1.	١	1		. 2	8	64	. 1	[6			.`	
Minnesota										. 10	77	1,086	1	1 .6			:	
Mississippi				1				٠,٠,٠	·		dex	• • • • • • • • • • • • • • • • • • • •	. 2	10			15	.14
Missouri	.			٠1٠٠	.		• • •	• • • •	• • • • • • •	. 1	8	131	-	14	79			
Montana :	· · · ·			ŀ	·[· · ·	-	4			-1	1			'		1		1
Nebraska		4	37	11	1 4	5.5	H.,		.l	. 6	39	350	٠	.	.!	.'	J	
Neu Hampshire						.]	.l.	.,			1		1 2	12	257		-¦	· · · · · ·
New Hampshire. New Jersey	: i ş	19	106	11						· <u>-</u>				28)	-{	
New York	'10	113	904	4	3/0	171	٠ ٠ ٠			. 3					349		1 iż	23
North Carolina		٠٠.		٠.	• • • • •	$\psi \cdots$		-;	1	- 3	1 40		′ *	١	1	i -	1	-
North Dakota	i		1	1	.!	J				. 2	13	100) [.l		'		
Ohio			23		5					:: .;	<u>.</u>]	'	¦				• •	4
Oklahoma			ريدنا ۾	. 1	3	29)	٠٠٠.		$\cdot \cdot \cdot :$: lo: a			-1		•• ••	·• ···	4
Oregon	· · ·]		54		iii	1,19		• • • • •		:: }		18	7 2	1 34	1 20			
Pennsylvania	• • • • •	3 23	133	11	1118	1,100	' I''	٠,		,			1		1	- 17		1
Rhode Island	• i	1 11	i 140	h	1 13	171	١	,									∤	.¦
South Carolina		1 1 10	170					٠٠٠-		. ا		2 2	2 t	4:	7 700			·
South Dakota		1 14	61	ŀ			٠ŀ٠	• • [• • •		: a	1 10) TAU			47		ilii	2
Tennessee	· · · i :	5 3			1			• • • • • •	••		ilii	iii					14	
Техаз		2 1	181	1	Ι.	Ή "	٠ ··	• : •••] ,	Ί,	1	, İ ,	Ή.	1		+	
Utah	. 1	ı İ ı	26	1.			1	11, 18	4 3,9	50			,			. · [·	ļ	
Vermont	. 3	i l	8 19	1.		.]	.			. [.	¥.,		#.		15		;- ·;:	
Virginia		6 5				1 1	8		- · 	[2 1	7 6 2 11	-		9 21 8 6		2 17	' L '
Washington West Virginia	3	2 2	136		· [· · ·	4	· · [·	• • [··[·	1	1 11			7 2	ī' :		
West Virginia		P) :	N 52	1	4	4	٠ŀ		· · · · ·				٠:۱	. [1 -	1.	1	1
Wisconsin		4 5	7 47	1.	.1.			•			4 2	6 45	8 .		:	- }-		
		. 1 .		1.			-1"	i .	11	g i		1	, j	l			. : 1	
Wyoming	1. H.		1	-4-				4)		'' I'	• • • •	••[•••	, .					



TABLE 15.—Classification of private high schools and academics according to control, 1917-18.—Part III.

					· —	<u> </u>	,			. —			_		-
	Pre	shy t	erian.	Ro	man C	atholic.			ı Day tist.		ther	de- tions:	No	DISECTA	flan.
States.	Schools.	Instructors	Students	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students	Schools.	Instructors	Students.
1	2	8	4	5	6	7	8	9	10	11	12	18	14	15	16
United States	56	367	3, 531	940	5, 591	61,823	20	141	1,805	45	322	3,486	580	4, 717	50,721
Alabama Arlzona Arkansas California Coloradė	5	27	255	11 3 4 41 9	37 12 20 272 57	250 62 167 2,648 490	 1 1	 8 5	106 74	1 2	4 10	58 90	10 1 33 2	42 5 	694 20 1,661 158
Connecticut Delaw.re District of Columbia Florida Georgia	1 6	7 45	* 50 204	5 3 11 7 5	43 26 76 26 26	311 160 640 207 288	i	23	185		• • • •		35 1 13 4 14	341 4 130 26 78	1,673
Idaho	··i·	6 	40 62	3 63 24 74 1 ₃	11 429 113 288 77	71 5,676 1,388 2,35 919	3	12	170	2 2 2 5	26 5 10 28	231 121 138 476	1 24 5 3	159 66 15	704
Kentuckylouisiana	7	26	177	25 22 1 13 33	142 123 9 58 246	1,104 1,157 76 619 3,191	1	10	2 15	1 1 1 1	1 10 7 3	25 73 44 16	16, 6 21 20 58	70 36 88 186 - 592	930 417 1,518 1,683 6,758
dichigan dinnesota dississippi dissouri dontana	3 1	20 4	226 53	46 28 10 36 8	241 186 40 233 09	3, 107 2, 699 437 2, 215 763	2 1 1	12 12	111 64 55	i i	2 18	19 143	7 8 5 8	65 76 50 92	1,003 833 485 1,098
Cebraska New Hampshire New Jersey New Mexico New York	1	15 2	231 32	16 4 20 6 117	79 13 112 43 823	804 245 1,628 221 10,514			• • • • • • •	1 1	8 6	80 40 277	11 84 78	96 303 731	1,828 2,262 5,469
forth Carolina forth Dakota		83	862	1 6	2 27	₽1. 328	 i			2	3	36	21	113	1,858
Philo Pklahoma Progon	i	6	511	62 18 10	340 63 84	4,064 482 536				1	6 6 8	24 50 45	13	135	1,150
ennsylvania thode Island outh Curolina outh Dakota ennessee	2 5 2	9 20 16	236 - 421	70 6 4 5	419 53 13 31 22	5, 688 753 84 268 214	2	ii	143	7 11	87 7	869 45	45 1 6	4%6 8 28	5,172 53 470 2,344
exastah tah tormoni irginiata	3	13 16 20	58 ,154 199	27 1 4 13 18	147 6 19 74 105	1,017 63 206 449 830	1 2	ρ 4 12	210 30 240	1	3 13 19	37 269 168	12 1 9 19	74 '8 58 106	1,009 89 1,697 1,710 52
Vest Virginia Visconsin Vyoming	2	22	131	3. 19 1	41 140 7	369 1,627 62	i	8	91	i	4	34	3	13 85	107 422



Table 16.—Private high schools and academies—Distribution of all students according to the length of school term, 1917–18.

•		erm l isys c under	e i		erm 1 to 1 to days.) [Т	erm 1- to 160 days.		т	to 180)	1	to 200 days.	i		erm ov 00 day	
States.	Schools.	Students.	Per cent of total.	Bchools.	Students.	Per cent of total.	Bchools.	Students.	Per cent of total.	Schools.	Students.	Per cent of total.	Bchools.	Students.	Per refit of total.	Schools.	Students.	Per cent of total.
1	2	8	4	5	6	7	8	9	10	11	12	13	14	15	16	17	′18	19
United States	6	1,694	0.7	17	1,070	1.1	198	12, 386	7.8	985	75, 748	47.7	593	44,035	27.7	281	23, 812	15.0
Alabama	0.0	υ	.0	0 0 1	0 0 0 12 0		1 4 3	70 66	21.6 13.6 8.5 2.4 11.2	2 7 34	246 547 1,941	57.0 47.7 70.0 41.8 66.3	3 2 31	1 72	5. 5 12. 0 9. 2 44. 3 22. 5	14	138 96 531	15.9 26.7 12.8 11.8
Connecticut	000	0	.0 .0 .0	0	0 0 0 0 38	0.	6	489	8.9 17.3 24.2 17.8	14 9	139 990 339 2,253	56.3 40.8 36.9 43.1 62.1	1 1 3 2	76 82	17.3 22.2 3.0 13.6 1.7	7 3	120 1,157 149	17.8 37.0 42.8 19.1
daholimoislimoislova	0000	0	0. 0. 0.	0	0	0.0	1	22	1.4	40 12 55	2,34 1,41			3,880 916	5, 7 51, 3 34, 1 26, 8 7, 0	11	1,056	7.1 14.0 41.1 8.4
Kentucky Louisiana Maine Maryland Massachusetts	1 0	21	9.0	8	1 0	0.0	6	504 34 223	22.1 1.3	11 25	1 007	47.3 21.2 77.0 132.0 933.0	7 11	578 587 1,100	25.3 21.7 40.0	8	696 563	20.
Michigan	0 0	373	6.9	0	12 0 0	.0	3 7	55 82 449	1.6 24.1	33	1,66 2,96 78 2,44	0 38.2 0 35.2 3 42.0 8 58.7 0 .0	34 12 13 14 15 15	1, 14- 46:	124. 1	и з	144 802 169 576 272	3. 15. 9. 13. 30.
Nebranka New Hampshire New Jersey New Mexico! New York	8		0.00	00002			M U	52	11.0	29	94 92	3 72.2 0 34.4 4 40.6 2 12.7 7 42.5	10	1,140 1,550 110	32.6	6 6	60 754	22. 15. 43.
North Carolina North Dakota Ohio Oklahoma Oregon	JO		0.00	9000	87	1.	3		2.	34 1 34	2,56 16 2,35 59	7 50.8 0 32.8 7 44. 6 70.	8 8 8 3 3 3 3 1	30	7. 261. 36. 36. 2 9.	12	171	19. 5. 16. 20. 9.
Pennsylvania Rhode Island South Carolina South Dakots	1000	11	(1)		147	3	10 10	79. 55 58- 2 200	3 4. (30. 1	9 8	89 60	4 41.0 1 14. 0 45.1 7 81. 7 62.	-	71 8	31. 61. 8 4. 8 14.		30 30	20. 19. 15. 16.
Texas			31		72	1.	2 2	1	1	10	3,78 50 2,61	0133.1	2 8	1, 12 1, 12	2 9. 4. 163. 8 5.	5 10 2 3	48 13 1 96	5 10. 8 3. 9 1. 0 22.
West Virginia Wisconvin Wyoming	. 8	1 3			1	ļ	,		ا. اه	22	1 6	7 49. 4 67. 2 50.	1	26	30. 6 23.	9	18	2 20.





TABLE 17.—One year private high schools and academies—Distribution of students according to the length of the school term, 1917-18.

States.	Term 140 d	121 to		141 to lays.		161 to lays.		181 to lays.	' Term 200 c	over inys.	
	Schools.	Stu- dents.	Schools.	Stu- dents.	Schools.	Stn- dents.	Schools,	Stu- cents.	Schoots.	Atu- dents.	
1	2	8	4	5	6	7	Я	9	10	11	
United States	3	1,665	12	704	28	2,037	14	594	14	3,082	
Alabama. Connecticut Delaware. Dist. of Columbia. Florida.	0 0 0 0	0 0 0 0	0 2 0 0	0 171 0 0	1 1 0 1	57 195 0 100 40	0 1 0 0	0 38 0 0	1 1 1 0	40 65 21 800	
Georgia Idaho Illinois Iowa Kentucky	0 0 0	0 0 0 0	0 0 0	55 0 0 0	2 3 1 1 0	150 72 28 11 0	0 0 1 1 0	0 0 12 146 0	0 0 1 0 0	0 0 13 0 0	
Louislana. Maryland. Massachusetts. Minnesota. Missouri.	0 0 11 11 0	0 0 1,243 373 0	0 0 2 0 0	275 0 0 0 0	0 1 2 0	0 25 172 0 132	0 0 0 0	0 0 0 0 0	1 2 1 0	178 230 190 0 0	
Nebraska New Jersey New York North Carolina Ohio	0 0 0 1 0	0 0 0 20 0	1 0 0 0	20 13 0 0	0 0 4 1 0	0 76 143 0	* 0 9 0	0 0 281 0 58	0 0 1 1 0	0 0 152 154 0	
Pennsylvania. South Carolina Tennessee. Texas. Utah.	0 11 0 0	18 0 0 0	2 1 0 0	30 14 0 0 125	, · 1 1 1 1 1	20 386 178 210 0	1 a 0 0 0 0	.59 0 0 0	3 0 0 0	1,241 0 0 0	
V trgtnia	0	υ	1	18	2	80	n	. 0	0	0	

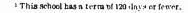




TABLE 18.—Two-year private high schools and academies—Distribution of students according to length of the school term, 1917-18.

States.	Term 12 ds		Term 1e	11 to 160 ya.	Term 16	31 tọ 180 ys.	Term 18 da	81 to 200 ya.	Term da	ver 200 ys.
States.	Schools.	Stu- dents.	Schools.	Stu- dents.	Schools.	Btu- dents.	Schools.	Stu- dents.	Schools.	Stu- dents.
1'	2	*	4	5	6	7	8	9	10	11
United States	4	118	8	143	35	1,262	24	636	5	372
Alabama	0 0 0 0	0 0 0 0	0 0 0	0	1 0 0 1	\ 26 0 0 35 95	0 0	0 0 0 0	0 1 2 0	36 134
Idaho	0 0 0 0	0 0 0 0 58	0 0 0 0	0 0 0 0	1 1 1 3 1	14 14 10 61 148	0 1 0 2	0 33 0 54 0	0 2 0 0	123 (
Kentucky	0 1 1 0 0 0	0 21 0 0	0 0 0 0 1	0 0 0 0	1 1 0 0	168 25 15 0	0 0 0 1 2	0 0 0 16 45	0 0 0 0	
Missouri	0 0 0	, 0 0 0	0 0 0 0	0 0 0 0	3 1 0 0	08 17 0 0	1 0 1 1 5	18 0 27 11 104	0 0 0 0	(
North Carolina. Ohio. Okishoma. Oregon. Pennsylvania.	0 0 0 0	0 0 0 0 27	1 0 0 0	27 0 0 0 0 17	1 0 0 0 0 5	11 0 0 0 396	0 3 1 1 2	0 140 24 13 69	3 0000	. (
Tenessee	00011	0 0 12	1 0 1 0	11 0 22 0	2 0 2 2	29 0 11 91	3 0 0	77 0 0 0	1	. 27

¹ This school has a term of 120 days or fewer.



Table 19.—Three-year private high schools and academies—Distribution of students according to length of the school term, 1917-18.

States.	Term 1	21 to 140 ys	Term 1- da		Term 10 da	51 to 180 ys.	Term to	81 to 200 ys.	Term over 200 days.	
•	Schools,	Stu- dents,	Schools.	Stu- dents.	Schools.	Stu- dents.	Schools.	Stu- dents.	Schools.	Stu- dents.
1	2	3	4	ā,	6	7	ж.	9 .	10	11
United States	5	21);	20	681	50	1, 452	సస	2,115	16	650
Alabama. Arkansas. California Colorado Delaware.	0 0 11 0 0	. 0 0 12 0 0	1 2 0 1 0	21 27 0 16 0	3 1 1 1 1	115 58 56 10 18	0 0 4 0 0	0 0 125 0 0	0 0 1 0	0 0 10 0
District of Columbia. Georgia	0 1 0 0	0 18 0 0	0 2 1 1 0	0 40 128 37 0	0 1 0 2	0 11 0 22 48	0 1 0 4 1	21 0 135 40	. 0	20 13 0 - 0
lowa Kentucky Louisiana Maryland Massachusetts:	0 0 0	0 0 0 0 0	1 0 1 0 0	32 0 41 0 0	4 1. 2 0 2	96 22 50 0 76	7 1 4 1 1	174 12 91 35 191	0 0 1 0	0 63 0 0
Michigan Minnesota Mississippi Missouri Nebraska	1 1 0 0 0 0	12 0 0 0 0	0 0 0 0	0 0 0 0	1 0 1 1	47 0 94 29 30	1 1 3 1 0	40 202 84 24 0	0 0 0 1 0	0 0 45 0
New Hampshire New Jersey New York North Carolina North Dakota	0 0 0 1 0	0 0 18 0	0 0 0 4 0	0 0 0 98 0	0 0 1 0	0 0 13 0 47	2 2 3 0 0	76 161 78 0 0	0 1 1 3 0	0 10 37 131 0
Ohio	0 0 1 1 0 0	0 0 147 0 0	0 0 0 4 1	0 0 0 199 24	4 2 6 2 0	166 35 208 42 0	7 0 5 1	225 0 279 68 0	1 0 2 0	170 0 85 0
Tennessee. Texas. Virginia. Washington. Wisconsin.	0 0 0	U 0 0 0 0	0 0 1 0 0	0 0 18 0 0	2 1 4 3 0	39 10 53 57 0	0 0 0 0	0 0 0 0 - 34	1 1 0 0	29 11 26 0 0

¹ This school has a term of 120 days or fewer.



Table 20.—Four-year private high schools—Distribution of students according to length of the school term, 1917-18.

		Term 1: da	21 to 140 ys.	Term 14 da	11 to 160 ys.	Term 16			31 to 200 ys.	Term o	
Stat	RS.	Schools.	Stu- dents.	Schools.	Stu- dents.	Schools.	Stu- dents.	Schools.	Stu- dents.	Schoola.	Stu- dents.
. 1		2	8	4	8	6	7	8	9	10	11
United	States	9	774	156	10,858	872	70,997	500	40,690	223	19,704
Alabama Arizona Arkansas California. Colorado	• • • • • • • • • • • • • • • • • • • •			1 2 3 1	439 70 39 107 73	18 2 6 33 8	1,109 246 489 1,865 517	3 2 27 27	127 62 72 1,936 179	3 1 2 12 0	324 135 90 48
Connecticu Delaware. Dist. Colur Florida Georgia	t nbia	 		0 6 3 6	202 0 469 188 557	21 2 12 8 28	2,199 121 863 296 1,997	8 1 1 3 1	697 76 82 106 41	5 1 5 3 8	543 103 333 146 61
Idaho Illinois Indiana Iowa Kansas		0	442 0 0 0 0	0 2 1 1 0	0 72 22 30 0	36 10 47 15	573 2,451 571 2,179 1,267	2 34 16 15 5	3,700 876 617 344	1 8 6 4 2	10: 92: 1,12: 29: 13:
Kentucky. Louislana. Maine Maryland. Massachus		0	0 0 0 0	2 · 5 · 1 · 5 · 16	37 463 34 223 1,482	29 8 25 15 33	1,306 409 2,080 854 3,361	21 9 5 10 19	1,173 487 587 1,067 1,718	7 6 0 6	43 45 33 1,93
Michigan Minnesota Mississippi Missouri Montana	•••••	. 0	0 0 0 0	1 2 7 0	.55 (3 449 0 0	17 33 7 23 0	1,613 2,960 6×9 2,221	32 9 0 13 7	2,412 897 3×0 1,108 624	4 5 3 8 3	. 80 16 53 27
Nebraska. New Hamp New Jersey New Mexic New York.	oshire 7	0	0 0 0 0 74	0 0 8 0 24	0 -0 510 0 1,727	- 14 11 29 1 81	896 920 1,934 32 7,498	7 7 7 16 3 72	305 1,015 1,391 99 6,479	1 2 5 2 18	3 60 74 11 1,46
North Card North Dak Chio Oklahoma Oregon	ota	. 0	49 0 0 0	11 0 3 0	897 0 120 0 42	27 2 30 14 3	2,411 113 2,191 561 117	5 5 21 2 10	389 302 1,541, 58 500	, 8 1 7 4 1	70 2 66 17 7
Pennsylva Rhode Isla South Card South Dak Tennessee.	nia	0	0 0 00 0	10 1 5 0	748 53 371 0 192	51 1 6 8 28	4,900 171 402 597 2,961	32 5 1 2 8	3,886 714 18 108 758	17 3 4 0 8	1,38 22 30 79
Texas. Utah Vermont Virginia. Washingto		0 0 11	0 0 73 - 56	5 1 1 3 0	562 107 32 232	36 10 7 ?2 i1	2,838 3,735 599 2,443 720	11 2 7 5 . 12	132 177 1,121 218 604	8 2 1 6 0	43 13 1 93
West Virgi Wisconsin Wyoming.	mk	ه يا.	0 0	0 1	0 67 118	8 20 2	2,183 122	.0	263 712 0	, 3 2 0	12

¹ This school has a term of 120 days or fewer.



Table 21. - Four-year private high schools—Schools, instructors, students, and graduates, 1917-18.

		Instr	uctors o ary stu	of secon- dents.	Seco	ndary s	ludents.		(iraduat	es.	
States.	Four- year schools report- ing.	Men.	Wom- en.	Total.	Boys.	Girls	Total.	Boys.	Girls.	Total.	Per cent of total en-	enroll- ment in fourth
1	2	3	. 4	5	6	7	8	9	10	11	12	18
United States	1,760	4,969	8,042	13,011	65, 321	77, 706	143, 027	9, 118	12, 13%	21, 256	15.6	73.7
labama. rizona. rkansas. alifornia.	33 7 12 75 11	51 18 29 147 11	108 18 23 373 65	159 36 52 520 76	775 230 330 1,603 117	1, 224 286 366 2, 810 652	1,999 516 696 4,413 709	86 35 32 255 9	183 36 53 419 89	269 71 85 674 98	13. 5 13. 7 12. 2 15. 3 12. 7	71.3 87.7 88.5 76.4 89.1
onnecticut elaware ist. Columbia lorida eorgia	38 4 24 17 44	186 15 64 37 86	157 27 186 52 189	343 42 250 89 275	2,140 192 531 303 1,172	1,503 110 1,220 436 2,060	3,643 302 1,751 739 3,232	362 23 52 36 98	295 19 158 73 277	657 42 210 109 375	18.0 13.9 12.0 14.8 11.6	77. 2 41. 6 40. 1 66. 5 65. 4
laho linois uduana wwa ansas	8 80 33 67 22	35 191 99 72 51	49 386 114 255 86	84 577 213 327 137	554 2,683 1,399 845 604	644 4,460 1,190 2,275 1,144	1,198 7,143 2,589 3,120 1,748	63 436 238 141 94	69 042 218 397 182	132 1,078 456 538 276	11.0 16.5 17.5 17.2 15.5	93.6 76.1 96.8 79.0 69.7
entuckyoulsianaainearylandassachusetts	59 28 31 36 85	96 79 76 133 302	214 91 93 183 516	310 170 169 316 818	1,273 940 1,287 1,210 3,631	1,677 876 1,414 1,267 4,867	2,950 1,816 2,701 2,477 8,498	142 97 200 170 657	216 102 272 194 843	358 199 472 364 1,500	12.1 11.0 17.5 14.7 17.6	73.1 65.2 77.9 70.7 79.5
ichigan innesota ississippi issouri ontana	54 49 23 44 10	61 154 76 194	200 226 93 228 53	321 390 169 852 81	1,434 2,017 929 1,880 841	2,790 2,705 758 1,980 .556	4,224 4,722 1,687 3,860 896	213 260 110 245 53	445 433 100 284 92	658 693 210 529 145	15.6 14.7 12.4 13.7 16.2	80.3 86.1 76.2 75.1 96.6
ebraska	22 20 58 6 197	34 123 269 11 593	88 62 246 28 1, 107	122 195 515 39 1,700	367 1,816 2,947 95 8,111	873 753 1,630 147 9,132	242	327 465 12 1,015	147 130 351 22 1,279	203 457 816 34 2,294	16. 4 17. 8, 17. 8 14.1 13.3	82.3 65.3 77.1 87.2 66.3
orth Carolina orth Dakota hio lahoma egon	53 8 61 20 15	136 13 77 29 35	169 36 373 59 86	305 49 450 88 121	2,073 132 1,210 261 227	2,374 309 3,810 529 509	4,447 441 4,520 790 796	243 15 172 30 24	424 36 512 52 85	667 51 714 82 109	15.0 11.6 15.8 10.4 13.7	77. 1 89. 4 93. 9 52. 9 80. 7
mnsylvania node Island uth Carolina uth Dakota nnessee	110 10 17 10 48	443 42 52 32 164	625 52 39 42 104	1,068 94 91 74 268	5, 530 730 749 234 2, 921	5,392 432 467 471 1,687	10,922 1,162 1,216 705 4,608	87 73 39 390	1, 168 75 52 62 215	2,018 162 125 101 605	18.5 13.9 10.3 14.3 13.1	70, 1 59:4 57.2 100.0 61.2
xàsahrmontrginisashington	60 15 16 47 24	169 122 31 161 56	194 94 80 162 110	363 216 111 823 166	2,057 1,601 752 2,841 412	2,226 2,556 1,019 1,389 968	4,283 5,157 1,771 3,930 1,380	279 147 111 316 49	315 216 226 100 117	504 803 837 485 166	13.9 8.7 19.0 11.5 12.0	79.7 62.7 93.9 56.5 64.2
est Virginia iscondin yoming	32 3	32 118 6	75 153 , 18	107 271 19	389 1,652 94	495 1,563 146	884 3,215 240	76 226 9	270 270	153 496 26	17.3 15.4 10.8	88.0. 71.1



Table 22.—Four-year private high schools—Distribution of enrollment by years, and number of graduates going to college, etc., 1917-18.

	First	year.	Second	year.	Third	year.	Fourth	ı yea r.	class I went to	luates, 917, who o college, 17-18.	chas 1917, who other schools ges or univer-
States.	Students.	Per cent of total.	Students.	Per cent of total.	Students.	Per cent of total.	Students.	Per cent of total.	Number.	Per cent of number of graduates in class of 1918.	Graduates, class 191 went to other set than colleges or u sities.
1	3.	8	4	5	6	7	. 8	9	10	11	12
United States	46,313	32.4	38,075	26.6	29,804	20.8	28,835	20. 2	8,378	39.4	3,64
Alabama Arizona Arkansas California Colorado	683 193 308 1,420 301	34.5 37.4 -44.2 32.2 39.1	492 139 156 1,201 213	24.6 26.9 22.4 27.2 27.7	103 136 910 145	22. 1 20. 0 19. 6 20 6 18. 9	377 81 96 882 110	18.8 15.7 13.8 20.0 14.3	97 8 11 345 31	36.1 11.3 12.9 51.2 31.6	; 3
Onnecticut Delaware Dist. ('olumbia Fiorida Georgia	78 435 262	28.9 25.8 24.8 35.4 32.8	919 62 385 175 904	25. 2 20. 5 22. 0 23. 7 28. 0	820 61 408 138 694	22.5 20.2 23.3 18.7 21.5	851 101 623 164 573	23.4 33.5 2).9 22.2 17.7	312 40 90 21 133	47.5 95.3 42.8 19.3 35.5	11 2 1 11
daho liinois ndiana owa Kansas	523 2,518 782 1,091 580	43.6 35.2 30.2 35.0 29.8	304 1,858 703 771 464	25.4 26.0 27.2 24.7 23.9	230 1,351 633 578 308	19.2 18.9 24.4 18.5 15.9	141 1,416 471 680 396	11.8 13.9 18.2 21.8 20.4	37 633 185 147 59	28.0 58.7 40.6 27.3 21.4	33 8 11
Kentucky Louisiana Maine Maryland Massachusetts	717	38.1 33.3 29.7 21	746 480 674 732 2,173	25.3 26.4 25.0 2).5 25.6	591 425 618 513 1, 78	20.0 23.4 22.9 20.7 22.1	400 306 606 515 1,887	16.6 16.9 22.4 20.8 22.2	120 97 140 179 627	33.5 48.8 29.7 49.2 41.8	2
Michi; an	1.4.5	34.5 31.7 35.4 34.3 39.7	1,060 1,445 445 1,028 228	25.1 30.6 26.4 26.6 25.4	888 978 368 805 162	21.0 20.7 21.8 20.8 18.1	819 804 276 705 150	19.4 17.0 16.4 18.3 16.8	209 168 90 186 64	31.8 24.3 42.9 35.2 44.1	11
Nebraska. New Hampshiro New Jersey New Moxico New York.	1,250	38.3 22.3 27.3 35.6 34.0	283 669 1, 192 75 4, 468	22. 8 26. 0 26. 1 31. 0 25. 9	1,078	21.0 24.4 23.5 17.3 20.0	. 247 700 1,057 39 3,462	19. 9 27. 3 23. 1 16. 1 20. 1	34 216 375 10 806	16.8 47.8 46.0 29.4 35.2	1:
North Carolina North I)akota Ohio Oklahoma Oregon	201 1,644 2 9	32.1 45.6 36.4 37.8 34.9	1,223 110 1,199 199 220	27.5 25.0 26.5 25.2 27.6	73 917 137	20.9 16.5 20.3 17.4 20.5	700 155	19.8 12.9 16.8 19.6 17.0	219 17 239 24 54	33.3 33.5 29.3	10
Pennsylvania Rhode Island South Carolina Bouth Dakota Tennessee.	3, 204	29.4 29.6 30.9 41.0 33.0	193	25. 9 25. 4 30. 0 27. 3 24. 5	250 257 122	20.4 21.5 21.1 17.3 21.8	273 219 101	24.3 23.5 18.0 14.4 20.7	786 80 90 20 361	49.4 72.0	
Texas Utah. Vermo Virginia Washington.	1,409 1,257 536 1,143 482	32.9 30.3 30.2 29.1 34.9	1,594 497 1,031	28.5 38.3 28.1 26.2 25.5	007	21.2 17.5 21.4 22.9 20.8	579 359 858	17.4 13.9 20.3 21.8 18.8	270 73 69 291 60	20.1 20.5 60.1	
West Virginia Wisconsin Wyoming	243 1,041 C8	32.4	846	29.4 26.3 27.1	203	22. 9 19. 6 20. 0	698	20. 2 21. 7 24. 6	54 191 10	38.6	

TABLE 23.—Private high schools and academies—Property, equipment, and expenditures for permanent improvements, 1917-18.

States.	Li	raries.		ounds and millings,	l p	entific ap- aratus, iture, etc.	1	otal money value of idowment.	i bi	penditures or sites, uidings, d perma- ment im- ovements.
-	Schools reporting.	vðumes.	Schools reporting.	Value.	Schools reporting.	Value.	Bchools reporting.	Amount.	Schools reporting	Amount.
i	2	' 3	4	5	6	7	8	9	10	11
United States	1,742		089,1	\$176,897,467	1,638	\$15,568,693	3:36	\$34, 179, 242	788	\$5,052,280
Alabama. Arizona. Arkansas. California. Colorado.	30 6 12 69 11	32,502 4,785 22,854 108,276 30,430	38 6 15 62 10	1,692,273 216,500 886,000 3,948,628 1,598,500	37 5 14 59 10	148, 255 17, 800 29, 300 358, 556 33, 750	4 0 3 1	191;651 0 60,500 5,000 1,250,000	15 1 10 30 30	28, 846 1, 000 46, 651 65, 715 5, 550
Connecticut. Delaware. Dist. Columbia Florida. Georgia.	36 6 19 13 46	80, 812 6, 300 43, 375 19, 450 55, 805	41 5 17 18 56	5,671,064 400,000 2,695,241 1,469,375 2,431,643	33 4 18 17 49	500,761 12,000 125,379 90,870 177,423	10 2 0 2 8	2, 224, 500 115, 000 0 10, 803 206, 342	14 2 8 8 24	88, 437 4, 600 87, 125 15, 179 118, 812
Idaho. Illinois. Indiana. Iowa. Kansas.	12 78 48 71 22	15, 959 206, 204 75, 843 90, 258 51, 489	9 70 24 60 21	732, 050 7,083, 194 3,664, 993 3,048, 950 1,511, 680	8 72 27 70 23	46,411 534,606 383,953 251,080 121,725	1 10 6 5 4	2,000 1,097,445 476,000 256,668 162,650	28 11 23 11	12),061 8),323 202,425 33,241 28,475
Kentucky Louisiana Maine Maryland Massachusetts	56 29 28 33 82	82, 971 52, 149 52, 111 97, 070 241, 863	58 28 28 35 75	3,935,167 3,504,465 1,755,475 8,399,534 16,511,070	56 28 29 17 73	71,900 3,564,465 135,823 192,072 1,206,147	10 28 24 7 24	793, 476 55, 455 458, 817, 2,143, 589 6,423, 217	25 13 11 12 33	76, 578 31, 052 26, 688 216, 182 263, 152
Michigan. Minnesota. Mississippi. Missouri. Montana.	51 47 24 46 9	68, 964 98, 654 39, 766 161, 746 25, 900	40 50 24 42 9	2,802,319 6,248,178 501,118 5,136,100 875,000	42 49 25 47 10	115,2% 78,629 42,048 253,639 40,565	2 9 5-8 2	55,000 649,956 243,148 234,800 96,000	19 31 18 23 5	520, 023 232, 773 45, 082 322, 040 96, 370
Nebraska New Hampshire New Jersey New Mexico New York	23 21 54 6 199	32,345 69,633 90,024 7,533 544,585	23 23 46 5 180,	1,449,750 3,616,625 3,896,244 269,500 29,477,380	23 21 44 5 194	16,230 178,655 329,113 25,895 2,566,399	5 18 9 0 28	133, 105 3,365,640 166, 718 0 4,784, 118	14 11 3 111	15,544 27,073 95,427 3,300 759,701
North Carolina North Dakota Ohio Oklahoma Oregon	52 9 63 20 13	121, 544 8, 990 138, 111 28, 371 35, 856	60 7 51 19 14	2,838,278 320,489 5,428,842 1,301,000 631,000	54 8 56 19 14	209, 726 65, 978 364, 063 15, 691 84, 350	7 2 6 4 1	142, 108 45, 500 623, 000 222, 20 8 65, 000	40 6 24 11 3	96, 596 17, 210 164, 414 44, 000 4, 800
Pennsylvania. Rhade Island South Carolina South Dakota Tennessee.	105 9 22 10 49	269, 127 25, 428 26, 295 15, 817 110, 747	104 8 25 9 54	17,216,492 1,649,763 1,375,700 807,000 3,166,679	98 6 19 11 46	1,350,063 26,525 106,800 74,752 150,008	20 1 4 2 6	4,857,541 250,000 329,300 153,000 169,787	48 4 9 5 20	373,654 16,423 51,574 31,400 65,883
Texas. Utah. Vermont. Virginia. Washington.	58 15 12 48 25	106, 187 57, 802 18, 017 63, 829 40, 968	58 15 15 47 24	5, 212, 998 491, 868 842, 400 3, 356, 028 2, 049, 400	60 14 14 44 22	355, 128 256, 206 74, 850 316, 935 74, 378	8 0 13 7 6	599, 500 54, 926 812, 944 125, 650 62, 400	13 8 5 19 16	84,504 22,851 1,440 119,675 101,844
West Virginia Wisconsin Wyoming	33 3	26,750 89,756 2,550	10 31 2	734, 866 3, 922, 658 58, 000	8 34 2	62,800 321,144 2,600	8	79,910 - 410,778 - 15,000	21 1	7,100 133,402 30,000



TABLE 24. Private high schools and academies. Available income, 1917-18.

2		n public priations.	other e	tuition and sincational fees.	From tlve	produc- funds.	Bour	all other ces and assified.	Total working
States.	Schools report- ing.	Amount.	Schools report- ing.	Amount.	School- report- ing.	Amount.	Schools report- ing.	Amoont.	from all sources.
1	5	3	4		6	7	8	υ	i 10
United States	168	\$441,463	1,393	\$13,462,413	331	\$1,945,781	977	\$6,602.372	\$22,652,029
Atabama Arizona Arkansas California Colorado	1 0 4 2 0	0 8,080	36 5 4 55 8	20,778 497,401	1 4 1	7,983 650 1,624 58,000	22 5 -9 28 3	111, 209 20, 295 39, 556 89, 353 222, 789	29,70 69,06
Connecticut Delaware Dist. of Columbia Florida Georgia	3 0	12,700 0	36 5 19 17 49	552, 220 59, 836 222, 802 55, 317 225, 994	11 1 2 8	112,333 1,500 470 500 11,923	15 4 7 10 34	97,316 13,150, 45,402 62,342	774, 5 0
Idaho	0	16,500 0 0 650 0	10 69 28 49 24	34, 354 490, 428 495, 592 109, 913 93, 460	13 5 7	4,200 37,634 16,343	8 39 12 42 8	59,700	114,75 728,22 601,35 235,63 167,90
Kentucky Louisiana Maine Maryland Massachusetts	2 1 23 2	1,778 100 44,063 12,500 7,292	27 28 30 69	193,513 106,063 94,621 460,499 1,286,908	10 6 24 5 24	34,655 10,450 68,346 86,967 347,233	30 14 18 13 36	165, 346 52, 859 46, 426 114, 725 472, 152	395,49 170,07 253,45 674,69 2,083,58
Michigan Minnesota Mississippi Missouri Montana	5	1,000 1,000 5,369 0	32 44 24 40 7	245, 562 491, 590 61, 407 398, 491 14, 638	12 5 7	7,441 64,008 12,485 14,206 4,500	30 31 16 26 4	138, 252 324, 204 127, 772 172, 837 15, 615	392, 20 880, 80 297, 00 585, 50 34, 70
Nebraska New Hampshire New Jersey New Mexico New York	1 2 0	4, 075 0 0 226, 529	20 19 44 · 3 60	68, 591 264, 424 601, 320 7, 425 2, 783, 292	5 18 7 1 34	4,913 147,478 18,777 1,500 353,295	13 11 17 1 1 121	92,091 48,857 66,298 '4,000 840,882	165, 56 464, 83 686, 33 12, 93 4, 203, 96
North Carolins North Dakota Ohio Oklahoma Oregon	0 1	9, 236 0 -2, 500 0	60 8 38 17 13	171, 420 16, 258 421, 028 44, 936 47, 965	8 2 6 4 2	22, 051 30, 884 16, 350 12, 390 3, 950	31 11 5	321,733 15,859 196,266 41,400 6,150	524, 44 63, 00 636, 14 98, 62 58, 00
Pennsylvania	. 0	9,000 0 3,380 0 20,286	79 8 21 11 50	1, 226, 015 114, 628 67, 658 52, 708 276, 598	23 1 5 2 7	243, 590 15, 000 11, 692 8, 982 4, 100	62 4 16 8 28	999, 736 62, 614 92, 401 50, 808 162, 425	2,478,34 192,24 175,13 112,49 463,40
Texas	. 3	5,605 14,000 3,452 7,505	42 14 14 49 20	256, 565 9100, 684 68, 160 327, 600 93, 521	10 4 12 - 6 8	41, 131 12,552 36, 883 16, 930 30, 008	37 14 13 26 19	153, 357 257, 497 49, 338 149, 221 59, 111	456, 68 384, 73 157, 83 501, 23 182, 64
West Virginia Wisconsin Wyoming	. 1	1, 500	27 2	49, 201 190, 332 4, 370	7 0	672 26,872 0	3 24 2	15,840 85,115 6,600	65, 71 303, 81 10, 91

¹ For the total number of schools reporting income see Table 25, column 4.

Table 25.—Private high schools and academies—Benefactions, per capita income, and tuition, 1017-18.

,	Tecely	efactions ed during e year	Data d	n por esp	pita income. lucome.	and tot	alestimated	Income tuition ar education	d other
States.	Schools report- ing.		work- ing	Secondary students in these schools	working income	In- come per sec- ond- ary stu- dent.	Estimated income for all private high schools	Amount.	In- come per sec- ondary stu- dent.
1	2	3.	4	5	6	7	8	9	10
United States	186	\$1,748,258	1,761	126,720	\$22,652,020	\$179	\$34,025,276	 .\$13,662,413	\$109
Alabama	3	2,479	38	2,130	248, 800	117	268, 398	126, 008	59
Arizona	0	0	5	468	29, 705	63	32, 508	9, 410	20
Arkansas	2	50,400	14	722	69, 062	96	74, 976	20, 776	29
California	2	5,039	61	3,506	601, 378	172	800, 144	497, 401	136
Colorado	0	0	10	677	141, 200	209	166, 155	60, 411	89
Connecticut Delaware Dist, of Columbia Florida Georgia	5	241, 913	39	3,619	774, 569	214	909, 286	552, 220	153
	1	100, 000	6	341	74, 486	218	74, 338	59, 836	175
	2	410	18	2,016	268, 674	133	359, 898	222, 802	111
	2	4, 103	17	733	118, 669	162	126, 198	55, 317	66
	1	1, 365	73	3,407	400, 663	117	424, 242	225, 994	66
Idaho.	1	4,000	12	1,380	114,754	83	117, 196	34, 354	25
Illinds	3	9,296	78	5,295	728,223	138	1, 043, 280	490, 428	93
Indiana	2	34,566	32	2,200	601,350	273	733, 551	495, 592	225
Iowa	5	139,614	66	2,935	235,631	80	295, 520	109, 913	37
Kansas	3	145,000	24	1,954	167,908	86	168, 044	93, 460	48
Kentucky Louisiana Maine Maryland Massachusotts	8	21,810	55	2,6!9	395, 492	151	477, 613	193, 513	73
	1	140	29	1,770	170, 072	96	219, 168	106, 663	60
	5	55,411	31	2,774	253, 156	91	245, 791	94, 621	34
	2	56,000	33	2,026	674, 691	333	928, 406	460, 499	227
	16	51,397	88	9,192	2, 083, 585	227	2, 416, 415	1, 286, 908	140
Michigan	. 10	5, 654	53	3,316	392, 255	118	512,002	245, 562	94
Minnesota		40, 127	48	5,015	880, 802	176	943,536	491, 590	98
Mississippi		2, 332	25	1,741	207, 033	119	221,935	61, 407	- 35
Missouri		64, 536	48	3,870	585, 534	151	630,274	398, 491	102
Montana		2, 000	9	688	34, 758	51	45,696	14, 638	21
Nebraska. New Hampshire. New Jersey. New Mexico. New York.	4 4 3 0 : 24	38,450 60,829 18,000- 0 151,684	21 22 47 5 192	1,009 2,561 3,350 1,100 6,004	105, 505 464, 832 686, 395 12, 925 4, 203, 998	151 182 204 12 690	197, 357 486, 304 495, 144 3, 036 12, 418, 620	68, 591 204, 424 601, 320 7, 425 2,783, 292	. 103 179 7 457
North Carolina North Dakota Ohio Oklahoma Oregon	6 1 6 1	44,452 800 28,200 85,000 25,000	04 8 54 18 13	4,768 352 3,968 713 608	524, 440 63, 001 636, 144 98, 626 58, 065	110 179 160 138 96	555, 610 87, 352 851, 360 117, 162 78, 144	171, 420 16, 258 421, 028 44, 836 47, 965	35 46 106 63 79
Pennsylvania	8	116,605	105	10, 279	2, 478, 341	241	3, 253, 500	1, 220, 015	119
	1	2,600	8	1, 056	192, 242	182	211, 484	114, 628	109
	. 5	14,895	23	1, 815	175, 131	96	186, 528	67, 658	37
	. 5	3,959	11	729	112, 498	154	112, 266	52, 708	72
	6	13,897	53	4, 685	463, 409	99	488, 169	276, 598	59
Texas	6 1 6 7	17,175 10,400 180 47,213 27,770	58 16 14 50 23	4,161 4,282 1,666 2,833 1,207	456, 658 384, 733 157, 833 501, 276 182, 640	110 90 95 131 151	499, 070 385, 380 168, 245 550, 200 216, 987	256, 565 100, 684 68, 160 327, 600 93, 521	62 23 41 85
West Virginia	1	1,012	9	568	65, 713	117	. 103, 428	49, 201	87
Wisconsin	2	315	33	3,253	303, 819	93	312, 480	190, 332	59
Wyoming	0	0	2	178	10, 970	62	14, 880	4, 370	25

¹ This computation is more or less vittated by the fact that elementary pupils, in schools having such, are not considered in securing the per capita income, nor in estimating the total income for all schools. There is no better basis, however, for making these estimates.



TABLE 26 .- Statistics of private high schools for the Negro care, 1912-18.

	ì	Insti		Stude				F	nroll	ment	by con	rses of	study.	
Staten.	Schools reporting.	Men.	Women.	Boys.	Girls.	Grad- uates.	Num- ber in mill- tary drill.	Academic.	Commercial.	Technical or man- ual training.	Training courses for teachers.	Agricultural.	поте есопотіся.	Trade courses.
1	2	8	4	5	6	7	8	9	10	11	12	18	14	15
United States	133	322	158	3,048	5,984	1,159	850	5, 755	644	1,190	1,787	1,542	2,724	1,363
Alabama. Arkansas. Dist. of Columbia. Florida. Georgia.	11 6 1 5 22	25 13 0 17 34	28 8 3 14 87	253 146 0 131 211	392 178 25 186 838	85 55 0 47 230	120 . 68 0 . 52 111	408 291 -25 183 966	11 13 27 38	174 0 0 73 143	24 40 0 24 128	308 24 6 88 209	211 22 17 96 497	57 29 3 9 104
Kentucky	3 12 9 1 22	8 20 38 3 46	29 55 4 76	35 287 184 21 466	38 623 431 44 948	87	1 44 50 0 75	65 642 468 23 709	10 204 80 14 60	20 104 94 0 289	3 122 142 5 289	5 77 129 0 382	35 243 280 37 505	11 168 113 0 254
Bouth Carolina Tennessec Texas Virginia	13 6 9 13	31	39 28 39 44	475 246 401 189	601 389 609 592	137	103 144 2 80	415 415 694 451	63 35 72 12	78 103	447 112 237 214	116 20 126 52	132	173

Table 27. Statistics of private high schools for the Negro race, 1912-18.

States.	sch	réd str four-y gools fo legro r	ear r the	Vol- umes in	Value of grounds, buildings, furniture,			Re	celpts.		
	Behools re-	Boys.	Girls.	library.	and scientific appara- tus.	Schools re- porting.	From public funds.	From tuitlon fees.	From produc- tive funds.	From other sources.	Total income for the year.
1	2	8	4	5	6		8	9	10	11	12
United States	105	2,690	5, 195	122, 765	\$6,036,849	129	\$26,825	\$154,088	\$50,703	\$ 768, 149	\$900,76
Alabama	7 4 1 5 16	232 140 0 131 177	312 157 25 186 749	5,700 3,102 5,000 4,350 16,120	145,850 67,003 469,050	11 6 1 5 21	5,080 0 510 4,285	3,000 5,098	1,002 650 470 - 300 4,391	63,442 24,517 . 15,619 `44,315 116,812	74,84 37,25 19,08 50,22 153,45
Kentucky) Louislana Mississippi Missouri North Carolina	1 7	33 239 184 21 452	32 429 431 44 925	325 7,932 16,665 3,000 15,373	91,700 460,750 798,181 76,500		0 100 2,049 0 3,816	158 10,110 11,091 1,721	150 5,200 8,885, 0 5,360	113,185 5,520	2,96 59,46 135,21 7,24 122,12
South Carolina	5 0	255 246 401 179	281 379 699 546	5,774 8,700 15,800	703,500 255,660 972,700	13 6	3,380 300 1,400	16,403 18,445 16,804	7,792 1,200 9,803	83,781 19,101 54,344	111,35 39,04 81,85 105,64



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CHAPTER IV.

PRIVATE COMMERCIAL AND BUSINESS SCHOOLS, 1917-18,

CONTENTS.—Biennial statistics—Schools included—Classification of schools—Graduates—Number of schools reporting—Size of schools—Eurollment—The moving average of index numbers—Average attendance in day and night schools—Enrollment by course of study—Instructors—Average number of students per instructor—Length of daily session—Tuition (see—Shorthand systems taught.

BIENNIAL STATISTICS.

Throughout the following report it will be observed that no historical statistics are given for the school year 1916-17. After the statistical report for the scholastic year 1915-16 had been compiled the Bureau of Education adopted the plan of collecting statistical reports biennially instead of annually as had been done the preceding years. The changes in the totals of corresponding items for consecutive years are very slight, and for most purposes biennial statistics will suffice.

SCHOOLS INCLUDED.

In corresponding preceding reports certain statistics of commercial departments of public high schools have been included in the chapter on private commercial and business schools. This year this chapter will be published before the high-school reports will have been tabulated. A report on the larger commercial departments in public and private high schools will appear in the chapter on "High Schools" in the Biennial Survey. Statistics on commercial departments in colleges and universities will be found in the chapter on "Colleges, universities," and professional schools" of the Biennial Survey.

CLASSIFICATION OF SCHOOLS.

This chapter contains statistics of two types of schools hitherto tabulated together in alphabetical order: First, the purely private commercial and business schools not connected or affiliated with any religious organization and, second, the Y. M. C. A. commercial departments and schools conducted by religious organizations. In the following pages the two types will be referred to for convenience as nondenominational and denominational schools, although it is well understood that the Y. M. C. A. schools are not "denominational" in the usual sense. The statistics of these two types of schools are so unlike that it is thought advisable to separate them and to make summary tables for each group. The historical graphs and the graphs on shorthand systems taught, as used herein, embrace both types of schools, while the graphs showing "students per

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instructor," and "hours per day," and showing tuition rates include only nondenominational commercial schools. This classification, therefore, separates the schools which are conducted on a purely commercial basis from those having a religious or denominational trend and warrants certain deductions concerning the former which would be more or less vitiated if the latter had not been placed in a separate tabulation.

GRADUATES.

So unsatisfactory have been the returns designating the number of graduates that this inquiry was omitted from the statistical schedule for 1917-18. A large number of commercial school students leave school before they have finished the prescribed course or just as soon as they can qualify for a position. In many schools students are permitted to leave at any time and no regular graduation exercises are held. Consequently, it is difficult for commercial schools to keep accurate records on the number of graduates. Further, graduation from a 3-months' course is not equivalent to graduates is without special significance.

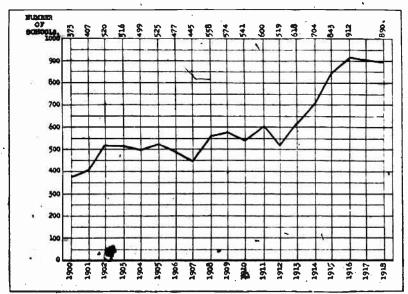


Fig. 1.—Number of private commercial and business schools reporting, 1900-1919.

NUMBER OF SCHOOLS REPORTING.

This year a slight decrease is shown in the number of private commercial and business schools reporting. In 1916, reports were received from 912 schools, while in 1918 only 890 schools submitted reports which could be used. This decrease may be due to the discontinuation of a number of smaller schools on account of war con-



ditions, but many schools this year either refused to report or submitted an inconsistent report which could not be included in the detailed tabulations. The Bureau of Education maintains a mailing list of private commercial and business schools which contains 1,329 schools, as indicated in columns 2 and 11 of Table 7. This list has been revised annually, and probably includes a large percentage of such schools in the United States. It can be seen, therefore, that this chapter is not a complete presentation of private commercial school statistics, but it is representative in that it contains 67 per cent of all schools listed.

Table 1.—Summary of statistics of all private commercial and business schools reporting, 1900 to 1918.

Schools and students.	1900	1901	1902	1903	1904	1905	1906	1907	1908
Schools reporting	373	40	7 520	516	499	525	477	-445	558
Instructors:				-					
Men	1,413	1,596	3 1.996	1,979	1,898	2.016	1 000		
Women	690					1.260			1,979
Total	2, 112	2,434	3,089			3, 276			3, 368
Total students, day and night schools:			; ·		1				0,00
Men. Women.	58, 396 33, 153	68, 519 41, 512	9: 81,344 2 55,903		57, 767		74, 368 55, 719		
Total	91.549	110, 031	137, 247	137, 979	138, 363	146, 096	130, 085	137, 364	
otal students in day schools	70, 978								
Potal students in night schools	16.094	20 470	27 807	20, 989	105, 967	113, 255	100, 995	98, 100 32, 643	124, 730
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BMBDHODES COURS	34, 505	39.070	58,734	62,748	41 000	44 070			
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otal students in telegraphy course									19, 217
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er cent of attendance, day school	,				2, 201	41	40	3,003	3,724
er cant of attendance, night school						45	40	43	12
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Schools and students.	1909	1910	1911	1912	1913	1914	1915	1916	1918
chools reporting	574	541	600	519	618	704	843	912	890
nstructors:		==-				===		012	080
Men						1			
Women	1,923	1,736	1,926 1,379	1,758	1,878	2,019	2,396	2.604	2.310
Wolfield	1,377	1,200	1,379	1,262	1,505	1,731	1,913	1, 987	2,930
. Total	3,300	2.936	3, 305	2 220					
	0,000	2.100	0.300	3,020	3,383	3,750	4,309	4, 591	5, 240
otal students, day and night schools:									
Men	78, 652	72,887	82,775	72,258	00 ====	DF 420	94, 870		
									96, 449
Women	67, 636				82,775	85, 432			
		61,891	72,489	65, 532	77,782	82, 631	88, 416	93, 254	93, 130
Total		61,891	72,489	65, 532	77,782	82, 631	88, 416		93, 130
Total	148, 288	61,891 134,778	72, 469 155, 244	65, 532 137, 790	77, 782 160, 557	82, 631 68, 063	88, 416 183, 286	93, 254 192, 388	93, 130 189, 579
Total	146, 288 112, 522	61,891 134,778 100,746	72, 469 155, 244 115, 566	65, 632 137, 790	77,782 160,557 117,881	82, 631 68, 063	88, 416 183, 286	93, 254 1 192, 388 2	83, 130 89, 579
Total otal students in day schools otal students in night schools verage attendance, day schools	146, 288 112, 522 34, 160	61,891 134,778 100,746 34,(32	72, 469 155, 244 115, 566 39, 679	65, 532 137, 790 102, 407 35, 383	77,782 160,557 117,881	82, 631 68, 063	88, 416 183, 286	93, 254 1 192, 388 2 128, 736 1 63, 652 1	83, 130 89, 579 82, 514 06, 965
Total otal students in day schools. otal students in night schools. verage attendance, day schools. verage attendance, night schools.	148, 288 112, 522 34, 160 49, 186	61, 891 134, 778 100, 746 34, (32 44, 290	72, 469 155, 244 115, 566 39, 679 52, 008	65, 532 137, 790 102, 407 35, 383 43, 451	77,782 160,557 117,881 42,676 52,607	82, 631 168, 063 119, 572 48, 491 56, 396	88, 416 183, 286 130, 431 52, 855 60(894	93, 254 1 192, 388 2 128, 736 1 63, 652 1 56, 992	83, 130 89, 579 82, 514 06, 965 79, 675
Total otal students in day schools. otal students in night schools. verage attendance, day schools. otal students in commercial or hook- otal students in commercial or hook-	146, 288 112, 522 34, 160 49, 186 14, 550	61, 891 134, 778 100, 746 34, (32 44, 290	72, 469 155, 244 115, 566 39, 679 52, 008	65, 532 137, 790 102, 407 35, 383	77,782 160,557 117,881 42,676 52,607	82, 631 168, 063 119, 572 48, 491 56, 396	88, 416 183, 286 130, 431 52, 855 60, 894	93, 254 1 192, 388 2 128, 736 1 63, 652 1 56, 992	83, 130 89, 579 82, 514 06, 965
Total otal students in day schools. otal students in night schools. verage attendance, day schools. verage attendance, night schools. otal students in commercial or book-	146, 288 112, 522 34, 160 49, 186 14, 550	61, 891 134, 778 100, 746 34, (32 44, 290	72, 489 155, 244 115, 566 39, 679 52, 006 16, 343	65, 532 137, 790 102, 407 35, 383 43, 451 15, 714	77,782 160,557 117,881 142,676 52,697 18,274	82, 631 68, 063 19, 572 48, 491 56, 396 20, 579	88, 416 183, 286 130, 431 52, 855 60(894 22, 670	93, 254 1 192, 388 2 128, 736 1 63, 652 1 56, 992	93, 130 189, 579 82, 614 06, 965 79, 675 43, 013
Total otal students in day schools otal students in night schools verage attendance, day schools otal students in commercial or book- keeping course,	146, 288 112, 522 34, 160 49, 186 14, 550 55, 482	61,891 134,778 100,746 34,132 44,290 14,563 47,703	72, 489 155, 244 115, 866 39, 679 52, 008 16, 343 51, 022	65, 532 137, 790 102, 407 35, 383 43, 451 15, 714 43, 295	77,782 160,657 117,881 42,676 52,697 18,274 49,643	82, 631 168, 063 19, 572 48, 491 56, 396 20, 579 56, 894	88, 416 183, 286 130, 431 52, 855 60, 894 22, 670 ,60, 801	93, 254 192, 388 128, 736 163, 652 156, 992 26, 530 61, 315	93, 130 189, 579 82, 614 06, 965 79, 675 43, 013 69, 520
Total otal students in day schools otal students in night schools verage attendance, day schools otal students in commercial or book- keeping course, otal students in stenographic or amanueuss course.	146, 288 112, 522 34, 160 49, 186 14, 550 55, 482	61,891 134,778 100,746 34,132 44,290 14,563 47,703	72, 489 155, 244 115, 566 39, 679 52, 008 16, 343 51, 022 52, 405	65, 532 137, 790 102, 407 35, 383 43, 451 15, 714 43, 295 48, 009	77, 782 160, 557 117, 881 42, 676 52, 697 18, 274 49, 643 55, 649	82, 631 19, 572 48, 491 56, 396 20, 579 56, 894 63, 915	88, 416 183, 286 130, 431 52, 855 60, 894 22, 670 ,60, 801 72, 362	93, 254 192, 388 28, 736 63, 652 56, 992 26, 530 61, 315 70, 564	\$3,130 \$8,579 \$2,614 06,965 79,675 43,013 69,520 \$2,402
Total otal students in day schools otal students in night schools verage attendance, day schools otal students in commercial or book- keeping course, otal students in stenographic or amanueuss course.	146, 288 112, 522 34, 160 49, 186 14, 550 55, 482	61,891 134,778 100,746 34,132 44,290 14,563 47,703	72, 489 155, 244 115, 566 39, 679 52, 008 16, 343 51, 022 52, 405	65, 532 137, 790 102, 407 35, 383 43, 451 15, 714 43, 295	77, 782 160, 557 117, 881 42, 676 52, 697 18, 274 49, 643 55, 649	82, 631 19, 572 48, 491 56, 396 20, 579 56, 894 63, 915	88, 416 183, 286 130, 431 52, 855 60, 894 22, 670 ,60, 801 72, 362	93, 254 192, 388 128, 736 163, 652 156, 992 26, 530 61, 315	\$3,130 \$8,579 \$2,614 06,965 79,675 43,013 69,520 \$2,402
Total otal students in day schools otal students in night schools verage attendance, day schools verage attendance, night schools otal students in commercial or book- keeping course, otal students in stenographic or amanuents course, otal students in omblined course otal students in telegraphy course otal students in telegraphy course	146, 288 112, 522 34, 160 49, 186 14, 550 55, 482 49, 441 20, 590	61,891 4 134,778 100,746 34,132 44,290 14,563 47,703 44,868 17,730	72, 489 155, 244 115, 586 39, 679 52, 006 16, 343 51, 022 52, 405 22, 768	65, 632 137, 790 102, 407 35, 383 43, 451 15, 714 43, 295 48, 009 22, 613	77, 782 160, 557 117, 881 42, 676 52, 697 18, 274 49, 643 55, 649 27, 061	82, 631 19, 572 48, 491 56, 396 20, 579 56, 894 63, 915 31, 443	88, 416 183, 286 130, 431 52, 855 60, 894 22, 670 60, 801 72, 362 38, 291	93, 254 192, 388 128, 736 163, 652 156, 992 26, 530 61, 315 70, 554 140, 486	83, 130 89, 579 82, 514 06, 965 79, 675 43, 013 69, 520 52, 402 48, 481
Total otal students in day schools. otal students in night schools. verage attendance, day schools. verage attendance, night schools. verage attendance, night schools. otal students in commercial or book- keeping course. otal students in stenographic or amanuents course. otal students in opmbined course. otal students in telegraphy course (wire).	146, 288 112, 522 34, 160 49, 196 14, 550 55, 482 49, 441 20, 560 3, 418	61,891 134,778 100,746 34,132 44,290 14,563 47,703	72, 489 155, 244 115, 566 39, 679 52, 008 16, 343 51, 022 52, 405	65, 532 137, 790 102, 407 35, 383 43, 451 15, 714 43, 295 48, 009	77, 782 160, 557 117, 881 42, 676 52, 697 18, 274 49, 643 55, 649	82, 631 19, 572 48, 491 56, 396 20, 579 56, 894 63, 915	88, 416 183, 286 130, 431 52, 855 60, 894 22, 670 ,60, 801 72, 362	93, 254 192, 388 28, 736 63, 652 56, 992 26, 530 61, 315 70, 564	\$3,130 189,579 82,614 06,965 79,675 43,013 69,520 52,402
Total otal students in day schools. otal students in night schools. verage attendance, day schools. verage attendance, night schools. verage attendance, night schools otal students in commercial or book- keeping course. otal students in stenographic or amanuents course. otal students in opmbined course. otal students in course ourse outal students in course.	146, 288 112, 522 34, 160 49, 186 14, 550 55, 482 49, 441 20, 590	61,891 4 134,778 100,746 34,132 44,290 14,563 47,703 44,868 17,730	72, 489 155, 244 115, 586 39, 679 52, 006 16, 343 51, 022 52, 405 22, 768	65, 632 137, 790 102, 407 35, 383 43, 451 15, 714 43, 295 48, 009 22, 613	77, 782 160, 557 117, 881 42, 676 52, 697 18, 274 49, 643 55, 649 27, 061	82, 631 19, 572 48, 491 56, 396 20, 579 56, 894 63, 915 31, 443	88, 416 183, 286 130, 431 52, 855 60, 894 22, 670 60, 801 72, 362 38, 291	93, 254 192, 388 128, 736 163, 652 156, 992 26, 530 61, 315 70, 554 140, 486	83, 130 89, 579 82, 514 06, 965 79, 675 43, 013 69, 520 52, 402 48, 481





The increase in the number of commercial schools reporting each year since 1900 is shown in Table 1 and in figure 1. A decided increase is shown since 1912. Previous to this date a certain irregularity in the curve exists, an abrupt rise being evident in 1901 and 1902 and a falling off in 1906 and 1907. Presumably in the past few years a more thorough method has been used in procuring reports than was used in the years immediately preceding, or possibly there has been a growing interest on the part of private commercial schools in submitting reports. The general rise in the curve can not be attributed wholly to these two factors, but chiefly to the rapid multiplication of schools of this type throughout the country.

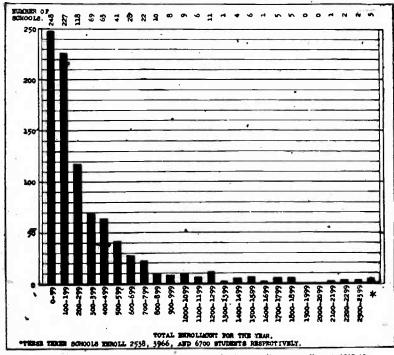


Fig. 2.—Distribution of 890 private commercial schools, according to curoliment, 1917-18.

SIZE OF SCHOOLS.

By reference to figure 2 it will be noted that many schools are very small, 248 having an enrollment of less than 100 for the year, and 227 having an enrollment of from 100 to 199, inclusive. Only three schools have an enrollment exceeding 2,500. The median enrollment of the 890 schools falls between 186 and 187. This means that 445 schools have an enrollment of 187 or over and 445 schools have an enrollment of 186 or less. The median, therefore, falls in the second bar in figure 2 in the group having an enrollment of be-



tween 100 and 199, inclusive. If the enrollment in all schools is arranged in order of magnitude, and the array is divided into four nearly equal groups of 222, 223, 222, and 223 schools, respectively, it is found that the first group contains schools having an enrollment of 90 students or fewer; the second an enrollment of from 90 to 186; the third an enrollment of between 187 and 400; and the highest group, an enrollment of 400 and over. In other words, half the commercial schools have an enrollment of between 90 and 400, inclusive. The average enrollment is 325 students.

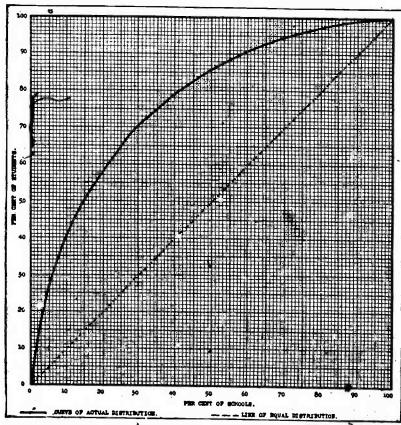


Fig. 3.—Distribution of students in private commercial schools, 1917-18.

The curve in figure 3 enables the reader to determine readily the percentage of students in any desired percentage of schools, or vice versa. Reading from the vertical scale, one will observe that 60 per cent of the students are enrolled in about 22 per cent of the schools and 90 per cent of the students in about 59 per cent of the schools. Reading from the base line, one may see that 50 per cent of the schools enroll 85.5 per cent of the students, and 30 per cent of the

schools enroll 70.4 per cent of the students. If the enrollment were equally distributed in all schools, the curve would follow the "line of equal distribution" in such a way that 50 per cent of the schools would enroll 50 per cent of the students, and 70 per cent of the students would be enrolled in 70 per cent of the schools. The "howing" of the curve away from the line of equal distribution indicates the degree of inequality in the distribution, or, in technical terms, the dispersion in the distribution. The further the curve recedes from the line of equal distribution the greater the dispersion. The nearer the curve comes to the vertical and horizontal axes of the graph, the nearer the maximum dispersion is reached. For a large group of measures the two axes represent for all practical purposes the greatest inequality possible between the largest and the smallest schools.

Table 2.—Derivation of data, used in figure 3, showing the distribution of students in all private commercial and business schools reporting in 1917-18.

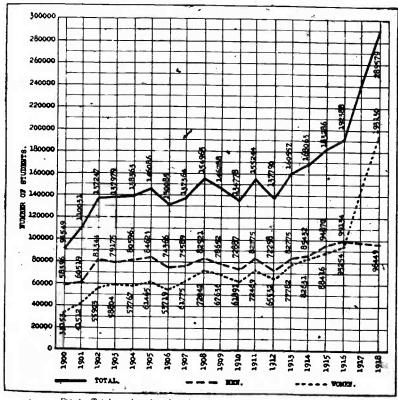
		Schools.	~	Students.					
J- Groups,	Number in group.	Percentage in group (approxi- mately).	Percentage in this group and in all preceding groups— accumu- lated.	Number in group.	Number in this group and in all preceding groups—accumulated.	Percentage in group.	Percentage in this group and in all preceding groups— accumulated.		
1	. 2	8	4	5 (6	7	R L		
0	44 45 44 45 44 45 44 45 44 45 44 45 44 45 44 45 44 45 44 45 44 45 44 45 44 45 44 45 44 45 44 45 44 45 44 45 46 46 47 48 48 48 48 48 48 48 48 48 48 48 48 48	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	5 10 15 20 225 33 35 40 45 50 65 70 75 80 95 100	77, 603 39, 976 27, 895 23, 086 18, 948 16, 504 13, 411 11, 760 9, 764 8, 817 7, 717 6, 999 6, 034 5, 347 4, 305 3, 092 2, 936 2, 2, 328 2, 328 1, 583 871	77, 607 117, 583 145, 478 168, 543 187, 511 204, 015 217, 426 229, 186 228, 950 247, 707 255, 484 262, 453 208, 517 273, 874 278, 189 281, 801 284, 797 287, 128 289, 539	20.8 13.8 9.6 8.0 6.8 5.7 4.6 4.1 3.4 2.7 2.1 1.8 1.3 1.0 .8	26. 8 40. 6 50. 2 58. 70. 75. (79. 82. 6 88. 90. 92. 94. 99. 90. 97. 98. 99. 99. 99. 99. 100.		
Total	890	100		289,579		100.0			

¹ The groups are arranged in order of magnitude, i. e., group 1 includes the 44 largest schools; group 2, the 45 next largest, etc.

Table 2 shows the method ascertaining the location of the curve just described. The 890 schools were divided into 20 groups, composed alternately of 44 and 45 schools, the total not admitting of an equal division. Group 1 includes the 44 largest schools, group 2 the 45 next largest schools, etc. Approximately 5 per cent of the schools are in each group. The number and percentage of students in each



group of schools are determined as shown in columns 5 and 7, and the corresponding accumulated totals in columns 6 and 8. The curve is then located at the points on each 5 per cent line indicated by the percentage of students enrolled in each group.



No. 4.—Total number of students in private commercial schools, 1900-1918.

ENROLLMENT.

By reference to figure 4 of Table 1 it will be observed that a decided increase in enrollment has taken place since 1916. This increase of 97,191 students, or over 50 per cent, has not been due to an increase in the number of schools reporting, since it has been shown above that there was an actual decrease of 22 schools reporting. Assuming that there are 1,329 private commercial schools in the United States, one can readily see that the 912 schools reporting in 1916 and the 890 reporting in 1918 constitute fair samples of the total number. It is unlikely, also, that larger schools reported in 1918 than did in 1916. The increase of 50 per cent in enrollment within the past two years has undoubtedly been due to war demands. The call for clerks, stenographers, bookkeepers, and telegraph operators has



caused many students to enter private commercial schools where the necessary training could be secured in the shortest time.

This conclusion is further warranted by the fact that the large increment in enrollment is due wholly to the increase in the number of women students. It will be noted that there has been a decrease of 2,685, or 27 per cent, in the number of men students enrolled and an increase of 99,876, or 107 per cent, in the number of women students enrolled. In other words, the enrollment of women students has more than doubled within the past two years. From the graph it will be observed that there has been a more rapid increase since 1900 in the number of women than in the number of men. The rate of increase, while gradual, does not become pronounced until 1918. The figures warrant, therefore, the further conclusion that an increasingly larger number of women than men are attending private commercial schools. The demand for stenographers, the large percentage

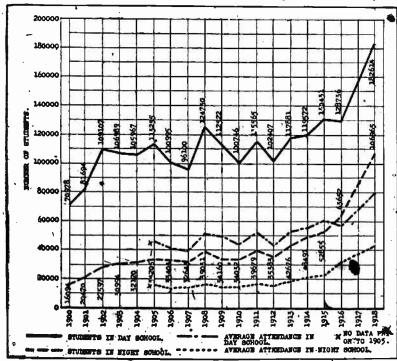


Fig. 5.—Students and average attendance in day and night courses in private commercial schools, 1900-1918.

of whom are women, may account for the rapid rise in the curve representing the enrollment of women. Eliminating from consideration the abnormal statistics for 1918, it is found that from 1900 to 1916 the number of women enrolled shows an increase of 60;101, or 181 per cent, while the number of men enrolled shows an increase of



PRIVATE COMMERCIAL AND BUSINESS SCHOOLS, 1917-1918. 395

only 40,738, or 70 per cent. All this indicates a shifting in the personnel of the student body. The slight irregularities in the curves are undoubtedly due to the fact that the Bureau of Education must depend entirely upon the good will of the presidents of commercial schools to submit a report, and consequently at no time do the statistics present the whole situation.

ENROLLMENT IN DAY AND IN NIGHT COURSES.

This year 716 private commercial schools reported night courses. This means that over 80 per cent of such schools maintained night courses. It is of interest to note the very rapid rise in enrollment in night courses as depicted in figure 5. The increase has been very pronounced since-1912, and especially so within the past two years. In the day courses there has been a corresponding increase for the same periods, but the rate of increase has not been so great. This fact can not be readily determined from the graph, but is very apparent in figure 6, in which the enrollment for each year has been reduced to index numbers.

TABLE 3. — Method of computing the index numbers and the moving averages used in figure 6.

Day schools. Schools. Day schools. Schools. Day schools. Day schools. Scho	Years.	Enrol	lment.		umbers! r—		idices for perieds.	Moving average of index numbers.	
1900. 70, 978			Night schools.				Night schools.		Night schools.
1900	1	*	'8	- 4	5	6	7	8	9
1916. 130, 431 52,855 116 130 582 717 116 1916. 128,736 53,652 145 157 640 862 128 11917 11917 11917 11917 11918 1	1901 1902 1903 1904 1904 1905 1906 1906 1909 1910 1911 1911 1913	81, 694 109, 107 106, 989 105, 967 113, 255 100, 995 96, 100 124, 730. 112, 522 100, 746 115, 565 102, 407 117, 881	20, 470 27, 594 30, 994 32, 120 34, 205 33, 404 32, 643 39, 031 34, 160 34, 032 39, 679 35, 383 42, 676	73 97 94 101 90 86 111 100 90 103 91	50 67 76 79 84 82 80 84 84 97 176	* 391 * 422 * 460 * 477 * 466 * 482 * 488 * 477 * 490 * 495 * 489 * 426 * 522	* 273 \ * 312 \ 356 \ 388 \ 401 \ 421 \ 426 \ 426 \ 441 \ 448 \ 458 \ 494 \ 540	.* 78 * 84 92 95 93 96 97 98 98 99	1 47
	1916	130, 431 128, 736	52, 855 63, 652	116 145 139	130 157 204	582 640 = 696	717 862	116 128	143 172 198 223

Ohtained by dividing enrollment for each year by the average enrollment.

• Printing of the findex numbers from 1900 to 1904, inclusive, etc. • Columns 6 and 7 divided by 5, respectively.

The method used in securing these index numbers is shown in Table 3. The enrollment for each year is divided by the average enrollment for the years under consideration, giving the index numbers shown in columns 4 and 5 for day and night courses, respec-

tively. By means of these index numbers the two curves are brought nearer each other in such a way that comparisons showing the rates of increase may be made. The relative steepness of the slopes of the two curves between any two consecutive points indicates the rate of change. Thus between 1916 and 1918 the curve for the night school enrollment shows a steeper slope than the curve for the day schools. Consequently a more rapid change in night school enrollment within this period has taken place.

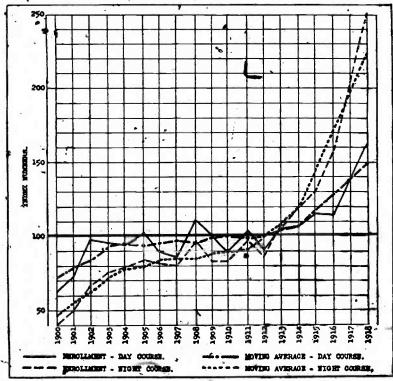


Fig. 6.—Index curves showing the rates of change in enrollment in day and night courses in private com-

THE MOVING AVERAGE OF INDEX NUMBERS.

In both curves certain irregularities will be observed. Undoubtedly these low points are due more to the failure of commercial schools to submit reports than to any other factor. If all schools had reported each year presumably a more gradual rise would have appeared in the curves. To eliminate these fluctuations in the index curves, moving averages have been applied. The method employed in securing the points used in locating these moving averages is shown in Table 2. For example, to secure the point

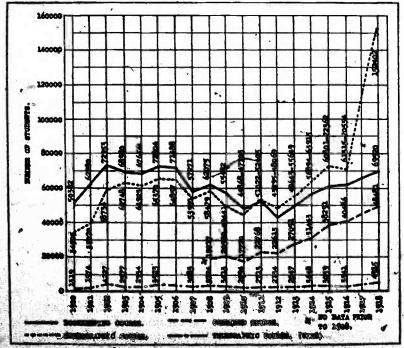


for the day school moving average in 1910 the corresponding index numbers for 1908 to 1912, inclusive, are added. In other words, 111, 100, 90, 103, and 91 are added to give the corresponding total for 1910 in column 6. This total of 495 is divided by 5, since 5 consecutive numbers have been used in securing it. The quotient, 99, is placed in column 8 and is used in locating the moving average for the day school in 1910. In a similar manner the other points are determined. It is necessary in computing the first two and the last two points in the series to repeat the index numbers at each end a sufficient number of times to secure the interval of 5 years. The two points on each curve at either end may be fictitious, therefore, since the data beyond the limits of the period under consideration have not been or could not be secured. It is assumed that the terminal numbers are repeated. By reference again to figure 6, it will be noted that the moving averages have only slight fluctuations and that the one for the night school rises more rapidly throughout the period under discussion than does the moving average for the day school. This means that the enrollment in night schools is increasing much more rapidly than enrollment in day ischools. In fact, the enrollment in night schools since 1900 has increased 560 per cent, while the enrollment in day schools has increased only 157 per cent. Without doubt these percentages would not have been so large had not the war demands for commercial school graduates been so great.

AVERAGE ATTENDANCE IN DAY AND NIGHT SCHOOLS.

In figure 5 it is difficult to ascertain whether the per cent of average attendance is greater in day or night schools. To answer this question the per cent of average attendance for each year since 1905 has been computed for both day and night schools and the results inserted in Table 1. By reference to this table it will be found that the average attendance in the day schools varies from 40 per cent in 1906 to 47 per cent in 1914. Since the latter date a gradual, decrease is shown. These percentages are significant, yet likely to be misconstrued. They do not mean that each student attends only 47 per cent of the time while he is in school. Of course, absence while in attendance cuts down the percentage, but it is doubtful if such absence amounts to as much as 10 per cent. On the other hand, these small percentages mean that in the "average" private commercial school the time required to complete the course is very short, even less than 6 months. Assuming that the capacity of an "average" commercial school is 200 students and an average attendance of 200 is reported and the total enrollment for the year is 400, evidently the "turnover" in the school during the year is 100 per cent. In other words, the student body must change once during

the year. Consequently the "average" student would remain only 6 months in the institution. Allowing for absence while students are actually enrolled, the percentages given in Table 1 would undoubtedly be less than 50 per cent, and consequently the "average" student in private commercial schools does not remain longer than 6 months. The fact that some students are enrolled for a part of two consecutive years does not modify this conclusion, since consecutive reports show approximately the same percentages of "turnover" and since "leftovers" will be counted both in enrollment and average attendance. It is true that some students enter commercial schools but do not complete the course, This tendency makes the "turnover" greater than if all should remain to graduate. A sufficient allowance has probably already been made to compensate for withdrawals. A casual glance at columns 22, 23, and 25 in Table 20 will convince the reader that this conclusion is sound. An inspection of the graphs herein on tuition rates for all courses except the combined will reveal a central tendency in the bars representing 31 to 6 months or 61 to 9 months. These will be discussed later in this chapter. It is gratifying to note that in general there was a gradual increase in the percentage of average attendance from 1905 to 1914. After this date a decrease is evident.



Phs. 2.—Envelopment in the leading occurses of study offsite but relies commercial actions. 1900-1918



In night schools no pronounced tendency is evident in the percentages of attendance given in Table 1. In 1918 the percentage is smaller than it has been since 1906. Few schools reported the time required for graduation from the night course; consequently, these items have not been tabulated in this report. From a casual inspection of the reports submitted, it appears that it takes about twice as long to complete the night course as the day course. Therefore, the percentages given for the night course in Table 1 show the "turnover" but afford no index as to the average time required to complete the night course.

ENROLLMENT BY COURSE OF STUDY.

It will be observed in figure 7 that a decided increase in the number of students enrolled in stenographic courses is shown in 1918. The number increased from 70,554 in 1916 to 152,402 in 1918, or 116 per

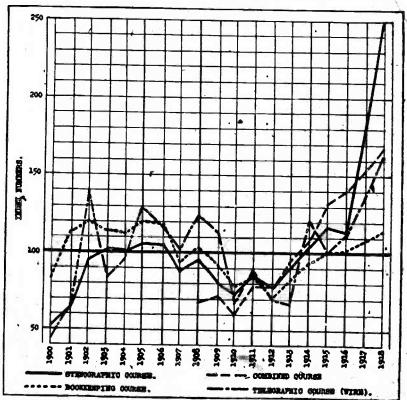


Fig. 8.—Index curves showing the rates of change in enrollment in the leading courses of study offered by private commercial schools, 1900-1918.

cent. This abnormal increase has presumably been caused by the demand for stenographers on account of the war. The enrollment in the combined course which includes a study of shorthand also

shows a gradual rise since 1910, but no very pronounced increase is evident in 1918. Evidently the demand for stenographers in 1918 was so insistent that few students would resist it long enough to complete both a stenographic and a bookkeeping course. The bookkeeping or commercial course shows in general a decrease fron 1902 to 1912, and a gradual increase since that time. This course evidently did not receive a very great impetus on account of war conditions. The bookkeeping course in 1900 apparently was more popular than the other courses offered in private commercial schools. It continued to lead until 1911. Since 1911 the stenographic course has been decidedly the most popular.

Since the curves in figure 7 are so far apart, it is difficult to compare the increases in enrollment in the various courses offered. For example, was the increase in enrollment in the course in telegraphy (wire), from 1916 to 1918, proportionally as great as the correspondincrease in the combined or in the bookkeeping course? To answer such questions the enrollments given in figure 7 have been reduced to index numbers which are plotted in figure 8. From this graph it will be noted that the slope of the curve for the course in telegraphy (wire) is steeper between 1916 and 1918 than either of the curves for the bookkeeping or the combined course. The relative rate of increase has, therefore, been greater. However, for the same interval the curve for the stenographic course is steeper even than that for the course in telegraphy (wire). In the rate of increase in enrollment, therefore, between 1916 and 1918, the stenographic ranks first; the telegraphic, second; the combined, third; and the bookkeeping, fourth. Similar comparisons might be made between any other two consecutive intervals. It must be borne in mind that the relative positions of the curves do not indicate rates of increase. Only the slope or steepness of the curves shows the rate of increase. For example, between 1916 and 1918 the curve for the combined course stands above the "telegraphic" curve, but the latter shows the greater increase during this period. By means of index curves inconspicuous fluctuations in original curves running near the base of the graph are magnified in such a way as to make them comparable with the corresponding fluctuations in the original curves more centrally located in the graph of the absolute data. In other words, index curves facilitate comparisons which could not be made from the original graph.



TABLE 4.— Method of computing the index numbers and the moving averages used in figure 8.

	E	nrollment,	by courses.	·		Index nur	nbers for—	1
Year.	Commer- cial.	Steno- graphic.	Com- bined.	Teleg- raphy (wire).	Commercial course.	Steno- graphic course.	Com- bined course.	Telegraphy (wire) course.
1	9	8	4	5	6	7	8	9
900	50, 382	34,505		1,319	83	52		
01	68, 280	39,070		1,974	113	64		
03	72, 953 68, 980	58,734		4, 227	120	*95		13
04	67, 654	62,748 61,923		2,577	114	102		1
05	72, 804	65,370	[· · · · · · · · · · · ·	2,934	112	100		
06	71, 488	64, 857		3, 923	120	106		12
	57, 271	53,991		3:083	118	105 88		1 1
) <u> </u>	62,075	58, 479	19, 217	3, 724	103	95	68	
00	55, 482	49, 441	20,590	3, 413	91	80	72	- 13
10	47, 703	44,868	17,720	2,094	78	73	60	- 1
11	51,022	52, 405	22,768	2,713	84	85	78	
1 2	43, 295	48, 069	22,613	2, 134	71	78	78	- 1
4	49, 643 56, 894	55,649	27,051	2,047	82 .	90	95	- 4
15	60,801	63,915	31, 443	3,648	94	104	108	12
6	61,315	72, 362 70, 554	38, 291 40, 486	3,059	100	117	132	10
7	72,510	10,004	10,980	3,341	101	114	140	11
8	69, 520	152,402	48, 481	4,915	* 108 114	1 182 250	3 154 168	* 13
A verage	60, 420	61,630	28, 866	3,007				

¹ Obtained by dividing enrollment for each year by the average enrollment.

* Estimated.

The method used in computing the index numbers used in figure 8 is shown in Table 4. The enrollment for each year is divided by the average enrollment in each course since 1900. The quotients obtained in this way are called "index" numbers and are used in locating the curves in the "index" graph. This method of showing rates of change has come into general use.

INSTRUCTORS.

As would naturally be anticipated, the curve representing the teaching staff as shown in figure 9 takes roughly the same general trend as the curve representing the student body shown in a previous graph. After 1912 a rapid rise is evident in each. In 1918, however, the increase in enrollment is much more pronounced than the increase in the teaching force, the former being approximately 50 per cent and the latter only 14 per cent. These percentages would indicate that private commercial schools in 1918 had an unusually large number of students enrolled, to each instructor employed. Evidently the teaching staff had a heavy "load" in 1917-18.

Another similarity exists between the "enrollment" curves and the "instructor" curves, viz, the curve representing the women gradually approaches the one representing the men, the former crossing the latter in the interval 1916 to 1918, in both curves. This condition

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means that a larger and larger percentage of instructors in private commercial schools are women. Undoubtedly the curves would not have crossed in 1918 had not the war called so many men into the Army. However, it is evident that there is a decided tendency for

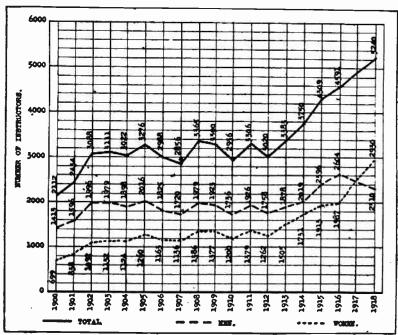


Fig. 9.—Number of instructors in private commercial schools, 1900-1918.

them to interchange positions, and unless some unforeseen counteracting influence appears they may retain in the future the relative positions now occupied. The slight exception to this tendency in 1915 and 1916 may be due to incomplete reports. Barring from consideration the unusual statistics for 1918, it is significant that there has been an increase of 184 per cent in the number of women teachers since 1900, but an increase of only 84 per cent in the number of men teachers.

AVERAGE NUMBER OF STUDENTS PER INSTRUCTOR.

In order to show the number of students per instructor in private commercial schools the data given in figure 10 have been computed and arranged. The total number of students enrolled during the year was not used in ascertaining this distribution as the total enrollment for the year is usually more than twice the number actually present each day. To ascertain a fair average for the distribution, the average daily attendance in each school reporting such attendance has divided by the total number of instructors in corresponding

Marie Land



schools. The quotients obtained were then arranged as shown in the figure. The result is what is known as a "skewed" distribution; that is, there are more measures on the right than on the left of the central tendency. The most common number of students to each instructor is from 16 to 20, inclusive. In all, 143 schools have this "load." Almost an equal number of schools (138) fall in the next higher group with a load varying from 21 to 25, inclusive. It is of interest to note that 476 schools, or 69 per cent of the total number of 690 schools reporting the data used in the construction of this distribution table, have from 11 to 30 students per instructor. While

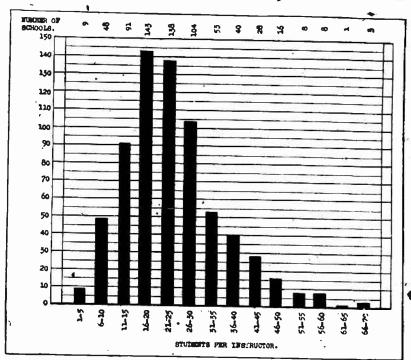


Fig. 10.—A verage number of students per instructor in 690 private commercial schools, 1917-18.

no attempt has been made to ascertain the exact range of the "middle half" of the distribution, it may be safely said the four bars included between the limits 11 and 30, inclusive, represent the "safety zone." Schools having a load of 10 or fewer students per instructor, or more than 30, may be in "danger zones." Possibly in certain types of commercial schools it may not be discreditable to fall in the extremes of the distribution. It may be added, however, that this graph does not include Y. M. C. A. Ichools, in which the enrollment per instructor is usually very large, nor denominational schools, in which the load is very small. Only purely nondenomina-

 tional private commercial and business schools have been used in the construction of the curve.

Several private commercial schools refused to report this year on the ground that other commercial schools exaggerated their enrollment in submitting a report. The skewed distribution shown in this graph seems to uphold the criticism offered by the few schools declining to report. If several schools reported an exaggerated attendance but the actual number of instructors, an asymmetrical distribution would result such as that shown in the bar diagram. At any rate, the lack of symmetry shows that there is a larger number of schools reporting an unusually large average number of students to an instructor than a small one. It may be added, further, that it is doubtful whether the most efficient instruction can be given when the average exceeds 45 students to an instructor.

It should be noted that the number of students per instructor is not the same as the average size of classes. If a school had 400 students in attendance each day and 20 instructors employed, each teacher would be charged with instructing an equivalent of 20 students daily in all subjects pursued by them. If each student had 5 recitations daily and each instructor 4 classes the size of each class would be 25

The average daily attendance used in compiling this graph includes the average attendance in both day and night classes. Possibly some teachers give instruction to students in both kinds of classes. If such condition exists in any school, the fact still remains that the load for the instructors is the same as represented above. It would be advantageous for each school to ascertain its own location in the graph from the statistics incorporated in the following detailed tables. If it falls in the "danger zone" it should be able to justify its position both to the instructors employed and to the students taught.

LENGTH OF DAILY SESSION.

From figure 11 it will be noted that the most common length of the daily session is 5 hours or more, but less than 6 hours. A total of 355 schools fall in this group. The next group, almost as large, consisting of 253 schools, maintains a daily session of 6 hours or more, but less than 7 hours. Out of the 751 nondenominational private commercial and business schools reporting the length of the daily session, 608 hold a session of 5 or 6 hours. In other words, 81 per cent of such schools fall within the two long bars in the graph. The lack of symmetry of this distribution—not so pronounced, however, as that shown for the teaching load in the preceding graph—may partly nullify the assumption that a few schools reported an exaggerated enrollment, since with a heavy load teachers might be

A WALL SEE TOUR



obliged to work "long" hours and not necessarily have large classes at any one time.

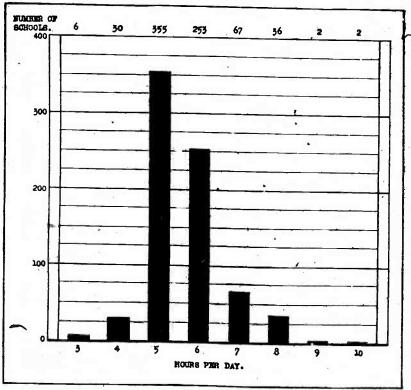


Fig. 111-Length of the daily session in 751 private commercial schools, 1917-18.

This graph does not include the length of daily session in the night school. By reference to the detailed tables at the end of this chapter it will be observed that night classes are usually held for 2 or 21 hours. In the schedule used in collecting information for this report no attempt was made to ascertain whether the students were obliged to remain for the entire day session, it being assumed that schools generally require attendance for the entire day. The assumption evidently is erroneous for schools holding a daily session of 8 hours or more.

TUITION FEES.

In the following pages an attempt has been made to study the tuition rates charged by private commercial schools. These rates vary with the nature of the course taken, and higher rates are charged for day than for night courses. Again, some schools charge a tuition rate by the month, and others require payment for the entire course. In most schools the student may pay either by the month or purchase



a scholarship good for the entire course. In general, the cost of taking a course and paying by the month is greater than the cost of a scholarship, unless the student completes the course in a much shorter time than is ordinarily required. The data on which the following graphs are based are all tabulated in Table 20. This study of tuition rates does not include rates charged in Y. M. C. A. and denominational schools. In the following figures the integral number of dollars includes also any fractional part of the integer as well. Thus \$9 includes \$9 up to \$9.99:

TUITION FEES IN THE DAY COURSE PER MONTH.

As will be noted from figure 12, the usual charge by the month for tuition for either the stenographic, the bookkeeping, the combined, or the telegraphic (wire) course varies from \$9 to \$16. The charge is usually \$10, \$12, or \$15. A comparatively small number of schools charge a monthly tuition rate of \$13, or \$14, or fraction thereof, as

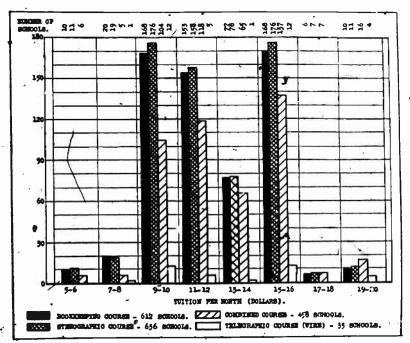


Fig. 12.—Tuition fee per month in the day course in private commercial schools, 1917-18.

indicated in the figure. Any school charging tuition rates designated by the two groups of bars on the extreme right of the graph must either offer a very high grade of instruction, maintain very long daily sessions, or else charge an unusually high rate of tuition. Conversely schools charging only \$5 to \$8, inclusive, either offer an



inexpensive grade of instruction, maintain very short daily sessions, or charge unduly low tuition rates. This graph probably represents accurately the tuition rates charged by private commercial schools, since in it are given the tuition rates charged by 612 schools offering the commercial course, by 636 schools offering the stenographic course, by 458 schools offering the combined courses, and by 35 schools teaching wire telegraphy. It would be difficult, indeed, to assemble a more representative list of schools than has been included in this graph.

TUITION FEES IN THE NIGHT COURSE PER MONTH.

It will be observed in figure 13 that the usual tuition rates charged for the night course are lower than the corresponding rates for the day course, as shown in the preceding figure. In no case does the rate for the night course exceed \$10 per month. The usual charge is \$5, as shown in the graph. About half as many schools charge \$6, or some fraction thereof, and a still smaller group charge only \$4.

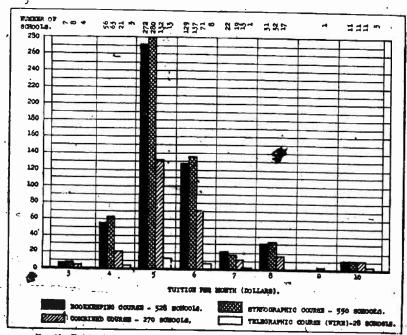


Fig. 18.—Tuition fee per month in the night course in private commercial schools, 1917-18.

A number of schools charge \$7 to \$10 for each course. It is of interest to note that the longest black bar, cross-hatched bar, and single-hatched bar, which represent the commercial, stenographic, and combined courses, respectively, fall in the same group of bars, viz, in the \$5 group. One must conclude, therefore, that in general the



same monthly charge is made for each of these three courses. The same conclusion might be made for the "telegraphic" bars, but as only 28 schools offer a night course in wire telegraphy, any deduction made might be subject to question. Any school charging tuition rates of \$3, \$7, \$8, \$9, or \$10 falls in a "danger zone" in the graph.

TUITION RATES FOR ENTIRE DAY COURSES.

It was found more difficult to show graphically the tuition rates charged students for the entire course in the day school than it was to show the rate by the month, since the time required to complete the entire course varies in different schools and with the course pursued. For example, in one school it takes 12 months to complete the stenographic course, while in another it takes only 3 months. Evidently the former school will make the higher charge for tuition. To evade difficulties like these, the schools offering each course were divided into 5 groups. Group 1 includes all schools in which it was estimated that the course could be completed in so months or less; group 2, from 8½ to 6 months, inclusive; group 3, from 6½ to 9 months; group 4, from 9½ to 12 months; and group 5, from 12 20 15 months. This grouping has not been done arbitrarily, as the schools seem to fall readily into this classification. For example, many schools estimate that 6 months are necessary for the completion of the course, others 6 to 8 months or 6 to 9 months. Where two limiting numbers have been reported, the average of the two has been used in locating the school in the graph. It will be noticed in the figures which follow that the majority of the schools fall in groups 2 and 3, the former group including the larger number for the commercial. the stenographic, and the telegraphic (wire) courses, and the latter leading in the combined counte, as would naturally be anticipated. These facts verify the deduction drawn above that the average time required to complete a course in a private commercial school does not exceed 6 months. In this connection it must be remembered that a school does not always fall in the same group in each graph. A school might fall in group 3 when the fuition charge for the entire stenographic course is considered, but in group 5 when the charge for the combined course is considered. .

TUITION RATES FOR THE ENTIRE COMMERCIAL OR BOOKKEEPING DAY COURSE.

A remarkable symmetry is evident in figure 14 in groups 2 and 3, showing that almost as large a proportion of schools charge a tuition rate in excess of the usual charge as charge a lower rate. A slight irregularity toward the right of the graph, in group 3, is apparent.



If lines were drawn joining the tops of corresponding bars, two almost perfect curves would be seen, each possessing remarkable symmetry. The slight rise at the right in the curve for group 3 shows that a few schools charge unusually high rates. The curve is slightly skewed in this direction. The highest curve represents the number of schools which offer a course requiring from 3½ to 6 months for completion and charge the tuition rates inserted just below the base line. This means that the largest number of schools (217) are included in group 2, and that the most customary charge for the pookkeeping course, covering a period from 3½ to 6, months. In \$60 to \$69, inclusive. Schools charging higher or lower rate can not justify their charge on the ground that they offer a longer shorter course. In a similar way it is evident that the most usual charge made for this course by schools offering

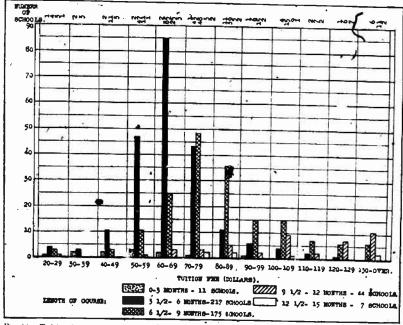


Fig. 14.—Tuition fee for the entire commercial or bookkeeping course in private commercial schools for the day course, 1917-18.

a course covering a period from 6½ to 9 months, inclusive, is from \$70 to \$79, inclusive. No central tendency is evident for schools falling in either groups 1, 4, or 5. The small number of schools in each group, viz, 11, 44, and 7, respectively, does not justify any deductions. It is evident, however, that several schools charge unusually high rates; 11 schools charging \$130 or more for the course.

Altogether, 454 schools reported the tuition rate charged for the commercial or bookkeeping course. Of this number, 217 schools, or 48 per cent, offer a course extending from 3½ to 6 months; and 85 of these, or 39 per cent, charge a fee ranging from \$60 to \$69. Again, 175 schools, or 39 per cent of the total number reporting, maintain a 6½ to 9 months' course; and 48 of these, or 27 per cent, charge a fee of \$70 to \$79. Only 44 schools, or less than 10 per cent of the total number, offer a 9½ to 12 months' course, and the charge for tuition in most instances is over \$100.

TUITION RATES FOR THE ENTIRE STENOGRAPHIC DAY COURSE.

Figure 15 contains two very symmetrical distributions similar to the corresponding ones in figure 14. In other words, groups 2 and 3, in this graph have almost the same number of schools charging lower or higher tuition fees than the rate indicated by the longest bar in

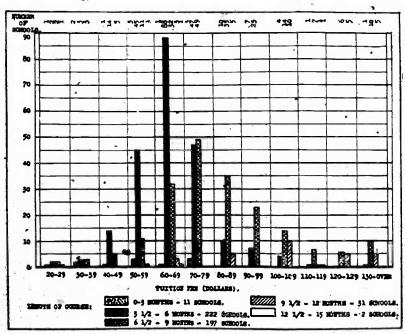


Fig. 15.—Tuition fee for the entire stenographic course in private commercial schools for the day course, 1917-18.

the group. In the 3½ to 6 months' group the most common rate is \$60 to \$69, 88 schools charging this fee. In all, 64 schools charge a lower and 70 schools a higher rate than this. In the 6½ to 9 months' group 49 schools charge a truition fee of from \$70 to \$79. Altogether, in this group 53 schools charge a lower and 95 schigher rate than this. Greater variation from the central tendency is shown in this group than in group 2. In other words, the distribution is slightly skewed



in the direction of higher tuition rates. Any school falling in this group and charging \$110 or more for the course should be able to justify its action. The single-hatched bars representing group 4 in this graph show the same irregularity as the corresponding bars did in the next preceding graph. Likewise, groups 1 and 5 are small and consequently show no marked central tendency.

Altogether the tuition rates for the stenographic course in 463 schools are represented in this figure. Of this total, 222 schools, or 48 per cent, offer courses requiring from 3½ to 6 months for completion; and 197 schools, or 43 per cent, offer courses requiring from 6½ to 9 months for completion. In other words, 91 per cent of the schools represented in this graph fall in these two groups. This tendency to centralize around a 6 months' course further supports the statement made above that the "average" graduate from a private commercial school has had only six months of training.

TUITION RATES FOR THE ENTIRE COMBINED DAY COURSE.

As it takes about twice as long to complete the combined course as either the bookkeeping or the stenographic course, a higher scholarship fee is necessarily charged. In figure 16 it will be observed that

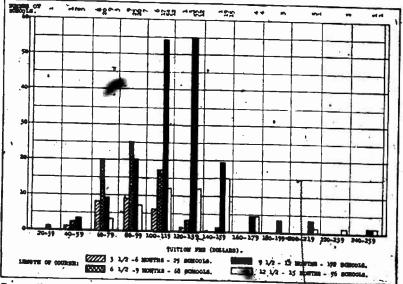


Fig. 16.—Tuition fee for the entire combined course in private commercial schools for the day course,

no schools undertake to give this course in three months or less, consequently, group 1 is not represented. There are relatively fewer schools in groups 2 and 3 than in the two graphs next preceding. The majority of the schools are found in group 4; that is they require

from 9½ to 12 months for the completion of the course. Altogether, 321 schools reported the scholarship fee charged for the combined course. Of this number, 172 schools, or 54 per cent, fall in group 4. The customary fee charged students in schools of this type for this course is from \$100 to \$139, inclusive. Only 30 schools charge a higher rate, while 33 charge a lower rate. In the schools in group 5, that is in schools offering a course requiring from 12½ to 15 months for completion, the largest group of schools charge from \$140 to \$149. Two other groups almost as large, consisting of 12 schools each, charge \$100 to \$119 and \$120 to \$139, respectively. It will be noticed that remarkable symmetry is evident for the single-hatched, double-hatched, and black bars. A tendency for a few schools to charge an unusually high fee is shown in the isolated bars at the right.

In addition to the schools listed in figure 16, 12 schools offer a combined course extending from 16 to 42 months and charge tuition fees varying from \$60 in one school to \$270 in another. Only 3 schools have a course longer than 18 months, and 5 offer an 18 months' course. The usual charge for the course ranges from \$110 to \$180.

TUITION FEE CHARGED FOR THE ENTIRE DAY COURSE IN WIRE TELEGRAPHY.

As will be noted in figure 17, only 25 schools reported the scholarship fee charged for the entire day course in wire telegraphy. No schools appear in groups 1, 4, or 5. In all, 19 schools offer a course requiring from 3½ to 6 months to complete it, and 6 schools give a

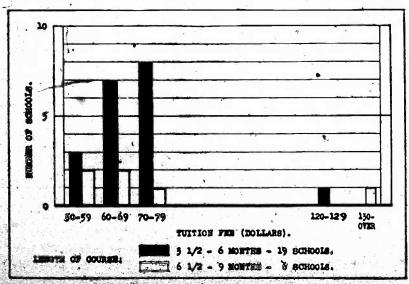


Fig. 17.—Tuition fee for the entire telegraphic (wire) course in private commercial solicols for the day course, 1917-18.



6½ to 9 months' course. In the former group 3 schools charge from \$50 to \$59; 7 schools, \$60 to \$69; 8 schools, \$70 to \$79; and 1 school, \$120 to \$129. The most usual fee is from \$60 to \$79. The fee charged for the longer courses varies from \$50 to \$130 and over, no central tendency or customary fee being evident.

TUITION FEES CHARGED FOR OTHER COURSES.

By reference to detailed Tables 14, 15, 16, and 17, the tuition fees charged by individual schools for courses in wireless telegraphy, accountancy, secretarial course, and course in salesmanship, respectively, will be found. Since these groups are small, nothing would be gained by presenting the data graphically. In these tables the tuition fee charged is shown for both day and night courses by the month and for the entire day course. The number of months usually required for completing the entire day course is given in these respective tables. A casual inspection of these detailed tables shows that there is no customary charge for the entire day course and no usual time required for completing it. In fact, these courses have not become generally standardized, and time required for completing them may be either long or short and the tuition rate low, high, or even exorbitant. Frequently no data have been submitted.

SHORTHAND SYSTEMS TAUGHT.

On the schedule used in collecting data for this report the following question was asked, "What systems of shorthand do you teach?" On the blank the schools also reported the total number of students; taking the sterographic course. From the replies to these two questions and from the published tabulation of the replies to the first question in 1916, Table 5 has been made and the following graphs have been constructed and conclusions drawn therefrom. Table 5 represents a mass of data which is very difficult to comprehend without the use of the graphic presentations following.

In 1918, 3 different systems of shorthend were reported. Four-teen systems which were reported in 1916 were not reported in 1918, and 11 new systems were reported in 1918. It may be added that this study of shorthand systems taught includes all schools reporting, both nondenominational and denominational.

As it is impossible to ascertain from the blank used in collecting the data just how many students are taking each system of shorthand in all schools reporting it is thought advisable to consider in the following pages the schools teaching one system only as well as those teaching one or more systems. From the one-system schools the number of students enrolled in each system can be ascertained, while this information is not available for the different systems in schools teaching more than one system. Figure 18 enables the reader to ascertain at a glance the relative number of schools included in each classification.

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PRIVATE COMMERCIAL AND BUSINESS SCHOOLS, 1917-1918. 415

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NUMBER OF SHORTHAND SYSTEMS TAUGHT IN EACH SCHOOL.

By reference to this figure it will be noted that 50 schools reporting did not teach shorthand in 1918; 547 taught only one system; 202, two systems; 38, three systems; 11, four systems; 2, five systems; 1, six systems; 8 replies were indeterminate; and 31 schools did not report the names of the systems taught, although they offered shorthand courses. Eliminating from consideration all schools not reporting the exact number of systems taught not offering stenographic courses, it is found that 68 per cent of the 801 schools reporting such information offered only one system of shorthand. In

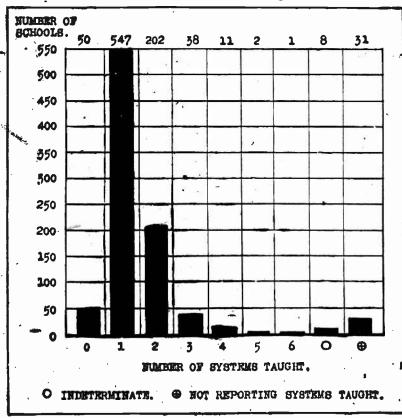


Fig. 18.—Number of systems of shorthand taught in 890 private commercial schools, 1917–18.

1916, out of a total of 701 schools reporting corresponding data, 480 schools, or 68 per cent, taught only one system. Apparently, therefore, there has been no change since 1916 in the relative number of schools teaching only one system of shorthand. Eliminating the 50 schools not teaching shorthand, the 8 schools whose replies were indefinite, and the 31 schools not reporting the systems taught, it is



PRIVATE COMMERCIAL AND BUSINESS SCHOOLS, 1917-1918, 417

found that 93 per cent, or practically all commercial schools in 1918, teach only one or two systems of shorthand.

WHAT SYSTEMS THE LARGEST SCHOOLS TEAC.I.

It is of special interest to know what systems of shorthand the largest schools teach. To answer this question figure 19 has been prepared. It was found that 76 schools enrolled 500 students or more in the stenographic course and these schools were arbitrarily chosen for the construction of this figure. Of the 76 schools, 44 taught only one system, and 32, two or more systems of shorthand. It should be remembered, however, that the number (500) is about twice as large as the number actually present at any one time in the schools chosen for this graph, since the student body in the stenographic course usually changes twice during the year. Consequently,

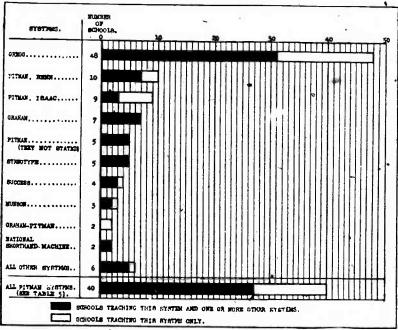


Fig. 19.—The systems of shorthand taught by the 76 private commercial schools enrolling 500 students or more in the stenographic course, 1917-18.

all private commercial schools enrolling approximately 250 students or more at any one time in the stenographic course have been included. The black section of the bars contain many duplicates, since a school may teach the Gregg, one or more of the Pitman systems, and possibly a machine system. This statement applies only to the schools represented by the black section of the bars, which

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indicates schools teaching this system and one or more other systems. Thus, the 31 schools teaching the Gregg, shown by the black bar, are duplicated in the other systems specifically indicated and many of them also in the bar, "All Pitman Systems." The bar, both black and white, representing "All Pitman Systems," is wholly duplicated in the Pitman systems definitely named above it or in the "catchall" phrase, "All other systems." The white section of the bars represents schools teaching only one system of shorthand and contains no duplication except in the second bar from the top as just explained.

The Gregg is taught in the largest number of large schools; viz., 48 schools. If all duplicates are eliminated from the systems considered as Pitmanic, as indicated in Table 5, it is found that 40 different schools teach a Pitman system or a system based on Pitman Among the Pitman systems the Benn Pitman and the Istac Pitman lead with 10 and 9 schools respectively.

In all, 17 schools teach the Gregg exclusively and 13 others a Pitman system.

It is found that the machine shorthand systems are also represented here, 5 schools teaching the stenotype and 2 schools the National shorthand machine. The machine method is not used exclusively in any school reporting.

All systems which are taught in 2 or more of these large schools have been named specifically in the graph. Six schools grouped together in the last bar teach one system each, viz, the Barnes-Pitman, Dement-Pitmanic, Pitman-Schoch, the Modern Pitmanic, and Sloan-Duployan, each of which is taught in connection, with some other system, and the Byrne Simplified which is taught exclusively in one large school. The first four systems just named and considered herein as Pitman have been included also in the second bar, "All Pitman Systems."

AVERAGE ENROLLMENT IN THE STENOGRAPHIC COURSE IN SCHOOLS
TEACHING ONE SYSTEM OF SHORTHAND.

It is not sufficient to show the number of large schools teaching each system, since only the exceptional schools are considered. To show the average size of classes in shorthand for the 12 leading systems, figure 20 has been prepared. It should be remembered, however, that these averages are almost twice as large as the average enrollment in shorthand courses at any one time, since the student body changes approximately, twice during the year.

In Table 5, column 9, the average enrollment in stenographic courses offered in one-system schools is shown. These averages are obtained by dividing the total enrollment in such courses by the corresponding number of schools teaching each system. It is almost



impossible and not very desirable to show graphically the average enrollment in stenographic courses for all the different systems of shorthand taught. Consequently, the 12 systems most generally taught by all private commercial and business schools have been selected for study. These 12 systems are the only ones taught in 1 or more than 1 per cent of the schools teaching one system only as shown in Table 5, column 2. It is found, as will be observed in figure 20, that the Isaac Pitman system ranks highest in this score, with an average enrollment of 281 students in shorthand courses in one-system schools.

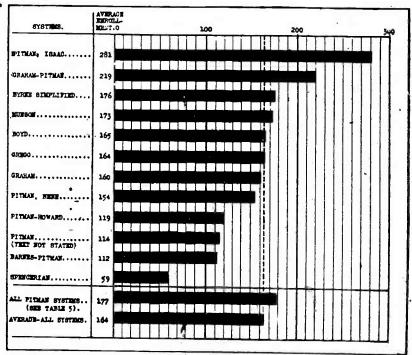


Fig. 20.—Average enrollment in the stenographic course in private commercial schools teaching only one system of shorthand—for the 12 systems most frequently given, 1917-18.

The Graham-Pitman shows an average of 219; the Munson, an average of 173; and the Gregg, an average of 164. The average for all Pitman systems is 177, and for all systems is 164, the same as that for the Gregg. Undoubtedly, the average is determined very largely by the Gregg, as 53.8 per cent of all students in stenographic courses in one-system schools are taking the Gregg system of shorthand.

From column 1, Table 5, it is found that the averages used in this graph have been secured by using the total number of one-system s lools reporting. In the case of the Pitman-Howard, only 7 schools reported one system of shorthand. It is possible that the average

used for this system is not representative. Similarly, the averages for the Barnes-Pitman, the Boyd, the Byrne Simplified, and the Spencerian may not be accurate, since only 8, 8, 8, and 9 schools, respectively, reported these systems only. In securing all other averages at least 11 schools were used. In each case, however, the total number of schools reporting enrollment in one system only was used, and, consequently, it is doubtful if more representative averages could be secured.

AVERAGE ENROLLMENT FOR THE YEAR IN STENOGRAPHIC COURSES.

It has been remarked above that the average enrollment for the year in stenographic courses in one-system schools is 164. It is of interest to compare this average with that of two-or-more-system schools. If the total enrollment in the stenographic courses in such schools, 66,712, is divided by the number of such schools (262) a quotient of 255 is obtained. It is seen, therefore, that the average enrollment in the stenographic course in two-or-more-system schools is 55 per cent higher than the corresponding enrollment in one-system schools. The average for all schools teaching shorthand is 184 students (149,124 students divided by 809 schools). In general, it is shown in the following pages that any conclusion drawn from the data on either type of school applies also to the other.

PERCENTAGE OF STUDENTS TAKING AND OF ONE-SYSTEM SCHOOLS TEACHING THE 12 SYSTEMS OF SHORTHAND MOST GENERALLY TAUGHT IN 1918.

The black bars in figure 21 show the percentage of schools teaching each of the 12 leading systems of shorthand in schools offering only one system in 1918. Altogether, 547 schools teach only one system of shorthand. It is found in Table 5, column 2, that 53.2 per cent of these schools teach the Gregg system; 37.7 per cent, some Pitman system; 8.4 per cent the Benn Pitman; 8.2 per cent, the Isaac Pitman; and so on as shown in the graph. In all, 83,412 students in stenographic courses were reported by these 547 schools teaching only one system of shorthand. Of this number 53.8 per cent were taking the Gregg; 39.72 per cent, some Pitman system; 13.10 per cent, the Isaac Pitman; 7.92 per cent, the Benn Pitman, etc. It will be observed that the 12 systems are ranked in the order of magnitude of the black bars representing the number of schools. It is preferable to have the percentage of schools rather than the percentage of students determine the order of precedence since in figure 23, where only the number of schools is used, the same order will be maintained and the same systems represented. It is remarkable that the black and the open bars show so much similarity in their relative lengths. かればいれてい



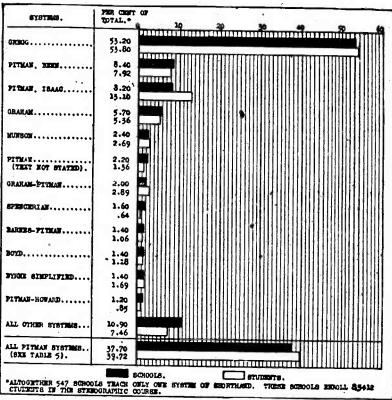


Fig. 21.—Percentage of private commercial schools teaching and of students taking the systems of short-hand most generally taught in schools offering only one system, 1917-18.

Table 6.—Comparison of the 10 systems of shorthand most widely taught in private, commercial and business schools in 1917-18.

	All set	ools teach system.	ing this	Schools t	eaching th only	is system
Systems of shorthand.	achools	ge of all- reporting staught.	Per cent of in- crease (+) or	schools	ge of all teaching stem only.	Per cent of in- crease (+) or
	In 1916.	In 1918,	decrease (—).	In 1916.	In 1918.	decrease (-).
1 44	2	8	4	5 .	6	7
Graham. Graham-Pitman. Gregg. Munson	10.3 2.0 54.8 6.0	9.2 2.6 64.4	-10.7 +30.0 +17.5	6.7 1.7 42.1	5.7 2.0 53.2	14.9 +17.6 +26.4
Pitman, Benn. Pitman-Howard Pitman, Isaac.	8.7 12.1 3.1	8.5 9.9 2,1	-16.7 -2.3 -19.0 -32.2	4.6 2.3 12.5 2.5	2.4 2.2 8.4 1.2	-47.9 -4.4 -32.8 -52.0
Spencerian Stenotype All Pitman systems	3.1	2.8 6.7	+12.9 -9.7 -34.9	8.1 2.5 .0 47.3	8.2 1.6 0	+1.2 -36.0

[.] Each system is taught in at least 17 schools, or in 2 per cent of all schools reporting the systems taught.

INCREASE OR DECREASE/SINCE 1916 IN THE PERCENTAGE OF ONE-SYSTEM SCHOOLS TEACHING THE 12 SYSTEMS MOST GENERALLY TAUGHT IN 1918.

In 1916 no statistics were published showing the number of students taking each system of shorthand offered in one-system schools. It is more desirable to show whether each system has gained or lost students since 1916 than to show whether there has been an increase or decrease in the percentage of schools offering each of the 12 leading systems. The former condition can not be shown, as comparative data are that available. In the preceding paragraph, however, it was pointed out that a great similarity exists between the percentage of schools offering and of students taking each system.

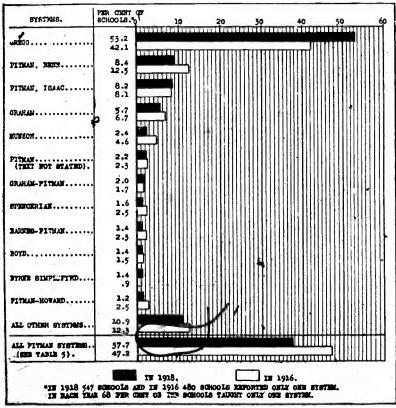


Fig. 22.—Percentage of private commercial schools (teaching only one system) which teach the systems of shorthand most generally offered, 1917-18.

As comparative data in the number of schools offering only one system of shorthand for the consecutive biennial reports, 1916 and 1918, are available, this information has been used in the construc-



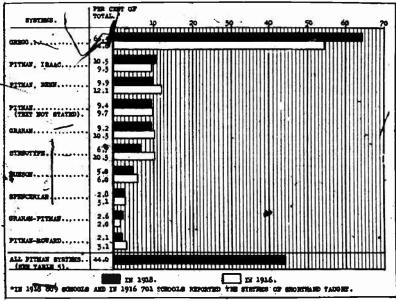
tion of figures 22, 23, and 24. In figure 22 it will be observed that the Gregg system in 1919 (black bars) was taught in 53.2 per cent of the 547 schools teaching only one system and in 1916 (open bars) in 42.1 per cent of the 480 one-system schools reporting at that time. The Gregg has gained the difference between 53.2 per cent and 42.1 per cent, or 11.1 per cent, in the number of one-system schools. This means an increase of 11.1 per cent on 42.1 per cent, or a gain of 26.4 per cent. This increase is shown by the open bar in figure 24. During this interval a decrease of 20.3 per cent is shown for all Pitman systems. It will be observed in figure 22 that the black bar is longer than the white one in only four instances, viz, Byrne Simplified, Graham-Pitman, Gregg, and Isaac Pitman. The other 8 systems show a decrease in the percentage of schools teaching each exclusively.

It will be observed that the percentage of schools rather than the total number of schools teaching each system exclusively has been used and the percentage of increase or decrease computed therefrom. A different but erroneous result would be obtained by computing the percentage of increase or decrease from the total number of schools reporting, since, in 1916, only 77 per cent of the schools (701 schools out of a total of 912 reporting) indicated the systems of shorthand taught, whereas in 1918, 90 per cent (801/out of 890 reporting) indicated the systems taught. In other words, this year replies were received from 100 more schools than reported the systems of shorthand taught two years ago. It should be noted also that 22 more schools reported in 1916 than did in 1918. Undoubtedly, these 100 schools taught shorthand in 1916 but did not name the systems taught, since the question, "What system of shorthand do you teach?" was asked for the first time two years ago. Presumably, 68 of these 100 schools, in 1916, taught one system only and 32, two or more systems, if the ratio between one-system and more-than-onesystem schools holds as indicated in figure 18. It would be erroneous, therefore, to count such schools, not reporting in 1916 but reporting in 1918, as increases in the number of schools teaching the respective systems of shorthand, either for one-system schools or for more-thanone-system schools. The reliability of this percentage method of computing rates of change is based on the assumption that the same relative percentage of schools taught each system in 1916 as in 1918.

INCREASE OR DECREASE SINCE 1916 IN THE TOTAL NUMBER OF SCHOOLS TEACHING EACH OF THE 10 SYSTEMS OF SHORTHAND MOST GENERALLY TAUGHT IN 1918.

In considering the total number of schools teaching each system of shorthand the 10 leading systems, as indicated in Table 5, column 13, have been chosen for comparison. It will be observed that each of

these 10 systems is taught in 17 schools or more, or in at least 2 per cent of all schools reporting shorthand courses. The Barnes-Pitman, Boyd, and Byrne Simplified systems do not appear, therefore, in figures 23, 24, and 25, while the Stenotype, which does not appear in the discussion of one-system schools, has been added. If the three systems dropped from consideration had been included it would have been necessary to add the Eclectic, which is taught in 9 schools.



In 1918, altogether 809 schools reported the system or systems of shorthand taught. As shown in figure 23, 64.4 per cent of these schools offered the Gregg; 10.5 per cent, the Isaac Pitman, etc. In 1918, 381 different schools, or 44 per cent of the total number reporting, offered a Pitmanic system, but in 1916 this information was not tabulated, so that the percentage of increase or decrease for all Pitman systems since 1916 in all schools can not be ascertained from the data at hand. In 1916, 701 schools named the system or systems taught. Figure 23 shows that 54.8 per cent offered the Gregg; 9.3 per cent the Isaac Pitman, etc. The same condition prevails as was pointed out in the preceding graph, viz, that the Gregg, Graham-Pitman, and the Isaac Pitman in 1918 show an increase over 1916 in the percentage of all schools teaching these systems. The other 7 systems show a decrease. The method used in computing the change in percentage is the same as that used for schools teaching only one system of shorthand. For example, the Munson was



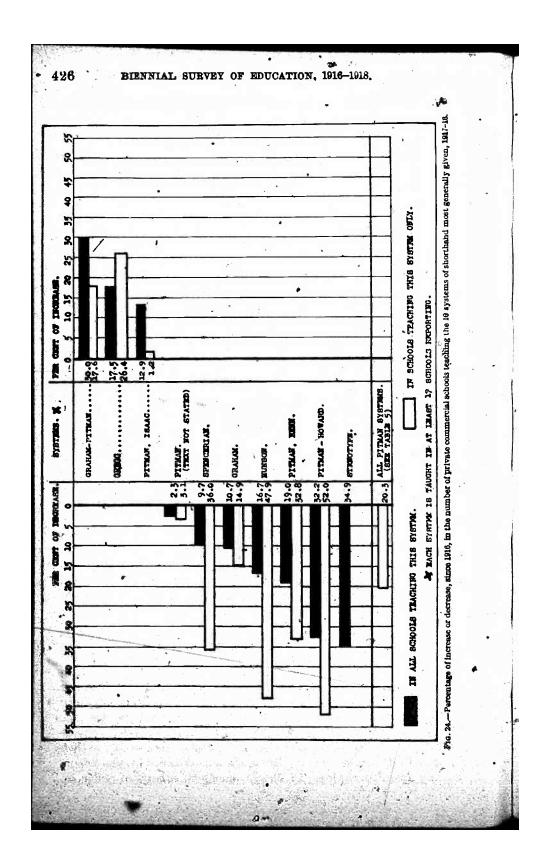
taught in 1916 in 6 per cent of the schools and in 1918 in only 5 per cent of the schools. The decrease is, therefore, 1 per cent on a base of 6 per cent, or 16.7 per cent as shown in figure 24.

CHANGE SINCE 1916 IN THE PERCENTAGE OF PRIVATE COMMERCIAL SCHOOLS TEACHING EACH OF THE TEN SYSTEMS OF SHORTHAND MOST GENERALLY TAUGHT IN 1918.

As explained above, figure 24 shows whether a system of shorthand has "gained" or "lost" schools within the past two years The Graham-Pitman system has gained the largest percentage of schools, showing an increase of 30 per cent in the relative percentage of schools teaching this system. This does not mean that this system is being learned by 30 per cent more students than studied it in 1916. It shows only the increase in the percentage of schools teaching this system. The Gregg system shows the greatest gain in the number of schools teaching one system exclusively, while the Graham-Pitman ranks second. The Stenotype shows the greatest loss in the total number of schools teaching this system, and the Pitman-Howard the greatest loss in one-system schools. It must be remembered that the other systems not chosen for study, and therefore, not included in the graphs, also show increases or decreases. In fact, the systems not taught in 1916 but reporting only a few schools in 1918 would show infinite gains. Likewise discontinued systems show loss of 100 per cent. The percentages of increase or decrease similar to those shown in figure 24 can be readily, ascertained for other systems of shorthand from Table 5, columns 3, 5, 14, and 16. The exact method used in computing the length of the bars used in figure 24 is given in Table 6. It should be added that since 1916 the Barnes-Pitman and the Boyd Syllabic have decreased 39 per cent and 7 per cent, respectively, while the Byrne Simplified has increased 56 per cent in the percentage of schools teaching each system. As the number of schools reporting each system is small, these percentages may not be authentic and consequently have not been inserted in figure 24.

OPPORTUNITY OF STUDENTS TO ELECT THE TEN LEADING SYSTEMS OF SHORTHAND.

It is unfortunate that the total number of students taking each system of shorthand offered in all private commercial schools is not known. Fairly accurate deductions have been drawn already from schools teaching only one system. It is of interest to note the opportunity which students have to elect the different systems taught. In other words, how many students are "exposed" to each system? The richness of a curriculum is determined by the opportunity afforded students to choose among a variety of subjects.





It is found in Table 5 that the total number of students enrolled in stenographic courses in schools reporting the names of the systems taught was 149,124. Of this number, 106,083 students were enrolled in schools teaching the Gregg only or the Gregg and one or more other systems. This means that 71.14 per cent of all students enrolled in the stenographic courses were "exposed" to the Gregg. This percentage is somewhat higher than that representing

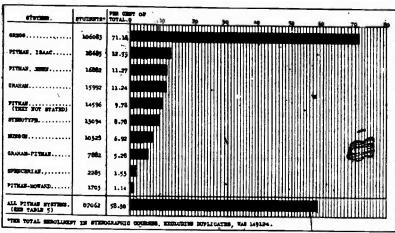


Fig. 25.—Percentage of students enrolled in the stenographic course, having opportunity to take one or the 10 systems of shorthand most generally taught in private commercial schools, 1917-18.

the actual percentage of students taking the Gregg in one-system schools; yiz, 53.8 per cent. This apparent discrepancy is explained by the fact that the two percentages represent different thingsthe former "opportunity" to take, the latter, the percentage actually taking. Altogether 87,062 students, or 58.3 per cent of the total number in stenographic courses, were enrolled in schools offering a Pitman system. This percentage also is higher than the 39.72 per cent given for Pitman systems in figure 21, for the reasons just cited. The same variance is shown for other systems as well. The fact that a student may have chosen a school because a certain system of shorthand is taught has not been considered since schools are more generally selected because a certain course of superior quality is offered, because the tuition rates are reasonable, or because a position is guaranteed upon graduation. In figure 25 the relative rank of the 10 leading systems is shown. By comparing the ranking in this graph with that shown in figure 21, it will be observed that the four leading systems-the Gregg, Isaac Pitman, Benn Pitman, and Graham-maintain their relative positions on both scores in the order just named. In general, the same relative ranks are maintained in both figures. It should be noted that the total number of students

"exposed" in the second column of figure 25 exceeds the total enrollment in stenographic courses. Likewise the corresponding percentages exceed 100. This apparent discrepancy is explained by the fact that a large number of students have an opportunity to take more than one system.

COURSES NOT CONSIDERED. .

It should be remarked that the foregoing study of shorthand systems does not include the total number of students pursuing the subject of shorthand in private commercial and business schools. The students in the combined and secretarial courses offered by many schools are not included in this study. However, the conclusions reached above undoubtedly will hold for the total number of students in private commercial schools taking shorthand in all courses in which it is a requisite.

It should be remembered also that no attempt has been made to determine whether one system of shorthand is better than another, nor to ascertain the usual time required to complete each. These two factors, however, may function in producing the situation just presented, but no data are available to warrant conclusive deductions

relative thereto.

TABLE 7.-Instructors, students, and attendance in all private commercial and business schools reporting in 1917-18.

	.	1	nstructor	s.	Stu	dents enro	olled.		Enroll- ment in	
States.	Schools report- ing.	Men.	Women.	Total.	Men.	Women.	Total	Aver- nge dally attend- ance.	report- ing av- erage daily attend- ance.	School not re port- ing.
1	2		4	5	6	7	8	9	10	11
United States	890	2,310	2,930	5,240	96,449	193, 130	289, 579	122,688	261,836	43
Alabama Arisona Arisona Arisona Arisona Arisona Arisona Salifornia Salifornia Solorado Consectiou Delaware Dist Columbia Florida Goorgia daho (Illinois Indiana Consectiou Marisona Marisona Marisona Massocia Missouri Mostana Mostan	1 7 32 14 26 3 6 8 12 4 62 36 21 21	15 2 16 102 35 55 55 52 47 10 35 47 159 60 51 19 57 77 125 77 125 77 125 77 125 77 125 77 77	27 4 18 134 62 82 15 46 23 25 6 6 223 27,7 78 72 26 29 11,7 139 95 4 106 12 48	42 6 34 2346 97 138 87 93 33 360 10 382 135 1132 86 47 48 74 264 272 183 9 178 22 22 22	937 91 504 5,548 1,520 1,333 1,073 2,349 565 1,159 7,241 2,627 1,993 2,315 1,539 1,383 4,177 8,209 8,110 4,338 340 1,421 4,177 8,209 8,110 4,338 340 1,421 4,177 8,209 8,110 4,338 340 1,421 4,338 340 340 340 340 340 340 340 340 340 340	2, 635 319 1, 310 12, 675 3, 667 1, 025 3, 667 1, 025 3, 025 3, 025 4, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1,	3, 572 410 1,814 18,523 4,711 5,000 2,098 6,113 2,044 3,189 4,189 2,275 7,136 1,102 8,987 7,136 1,549 1,549 1,549 1,549 1,549 1,549 1,697 1,697 1,759	932 126 854 10, 149 1, 924 2, 825 1, 167 7, 766 1, 513 200 7, 488 3, 960 2, 833 1, 565 1, 923 604 7, 858 3, 794 3, 818 7, 898 1, 797 898 1, 798 1,	3, 189 410 1, 814 4, 718 2, 098 4, 168 1, 894 3, 189 297 16, 372 8, 835 5, 411 7, 075 4, 107 8, 731 8, 082 6, 731 1, 620, 4, 001 1, 785 1, 620, 4, 001 1, 785 1, 620, 4, 001 1, 785 1, 785 1, 620, 4, 001 1, 785 1,	22 11 11 11 21 11 11



		1	nstructor	s.	Stu	dents enn	olled.	1	Enroll-	\vdash
States	Schools report- ing.	Men.	Women.	Total.	Men.	Women.	Total,	Aver- age daily attend- ance.	ment in schools report- ing av- erage dally attend- ance.	Schools not re- port- ing.
1	2	8	4	,5	6	7	8 .	9	10	11
New York	95 i	311	423	734	13, 778	26, 215	39,993	17,042	36,886	51
North Carolina	9	· 17	17	34	530	1,191	1,721	654	1,299	1 %
North Dakota	5	9	6	15	415	502	917	428	917	l ĭ
Ohio	62	144	163	307	5, 185	12, 299	17, 484	8, 127	15, 787	29
Oklahoma	10	16	. 26	42	1,210	1,698	2,903	905	2,558	4
Oregon	7	18	21	39	1,234	1,902	3,136	1,168	3, 166	Ιí
Pennsylvania Rhode Island	'82	220	272	492	7,406	15,899	23, 305	12,484	21, 131	32
South ('arolina	8	43	52	95	1,120	2, 167	3, 287	1,530	2,906	3
South Dakota	5	6	14	12 20	125	433	558	225	558	4
Tennessee	9	24	29	53	240 835	620	860	440	860	2
Texas.	32	81	93	174		2,271	3,106	1,091	2,304	8
Utah	34	12	15	27	4,291 569	6,676	10,967	4,672	10, 524	15
Vermont	3	13	8	ii	168	1,422 389	1,991 557	656	1,991	2
Virginia	11	22	. 36	58	738	1,885	2,623	236	557	1
Washington	iĝ	33	56	89	1,765	4,946	6, 711	1, 209	2,623	
West Virginia	1 ~~ 1	10	18	28	528	1,614	2, 142	1,102	6, 209	!
Wisconsin	25	40	55	95	1,186	3,209	4,395	1,886	2,142	
Wyoming	2	ĩ	3	4	80	190	270	1,000	3,450 270	14
-	1 1						-,0	110	210	******

Table 8.—Instructors, students, and attendance in private nondenominational commercial and business schools reporting in 1917-18.

t		1	nstructor	8.	Stu	dents enr	olled.		Enroll-	
States.	Schools report- ing.	Men.	Women.	Total.	Men.	Women.	Total.	Average daily attendance.	schools report- ing average daily attend- ance.	not report ing.
1	2	ŧ	4 .	5	6	. 7	8	9	10	11
United States	780	1,819	2,802	4,621	81,744	188,779	270.523	115, 696	247, 369	12
labama	9	12	27	39	852	2,635	3,487	863	3, 104	- 1
rizona		2	4	6	91	319	410	126	410	
rkansas	7	16	18	34	504	1,310	1.814	854	1.814	
alifornia	30	89	134	223	5,099	12,675	17,774	9,991	17, 595	2
olorado	13	30	62	92	1,430	3,191	4,621	1,900	4,621	- 5
elaware	24	47	83	130	1,107	3,637	4,744	2,735	4,502	9 8
ist. Columbia	. 4	15	15	30	1,020	1,025	2,045	875	2,045	
lorida	, a	32	46	78	1,589	3,746	5,335	1,167	4,168	10 11
eorgia	ıî i	. 10 30	23.	33	565	1,479	2,044	776	1,894	
daho	14	- 30	25	55 10	999	2,030	3,029	1,373	3,029	14
linois	52	124	202		89	325	414	200	297	3
ndiana	32	56	73	326 129	5,955	14,804	20,759	7,082	15, 475	- 2 1
JWB	21	39	78	117	1,993	6,326	8,721	8,792	8,569	1
ansas	21	60	72	132	\$.315	5,012 4,821	7,005	2,085	5,411	1
entucky	7	12	25	37	719	2,016	2, 735	2,833	7,075	2
ouisiana	7	21	26	47	1,383	1.757	3, 140	1,223	2,740	1
aine	11	19	29	48	450	1,118	1.568	601	2,994	
arylend	6	10	14	24	378	1,069	1,447	432	1.001	- 3
Asachusetts	25	65	127	192	2.918	6,000	8,916	4,430	8.795	
ichigan	29	53	92	145	9.813	6,028	8,341	3,596	8, 499	2
innesota	30	78	95	173	2,763	5, 342	8,105	8,515	7,715	i
ississippi	2	5	4	9	120	365	185	25	1,713	
issour],	28	72	101	173	4, 123	6.441	10.564	4,717	10.564	2
ontana	6	10	12	22	340	1,280	1,620	398	1,620	
ebraska	12	24	48	72	1.078	3,519	4, 597	1,785	3,991	1
evada	1	3	l	2	25	150	175	69	175	40
ew Hampshire	4.1	. 7	17	24	347	593	940	412	864	
ew Jersey	20	59	90	149	3, 189	6,361	9,530	3,628	7,970	4
ew Mexico		1	5	6	91	. 266	257	98	357	
ew York	85	198	404	602	10,675	25.4) 1	36,086	15, 250	33, 459	4
forth Carolina forth Dakota	8	° 15	17.	32	814.	1,191	1,705	646	1.283	
Orth Dakota	8	. 0	. 6	. 18	418	503	917	418	917	7,344



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Table 8.—Instructors, students, and attendance in private nondenominational commercial and business schools reporting in 1917-18—Continued.

		1	nstructor	3.	Stud	dents enre	olled.	ļ	Enroll- ment	
States.	Schools report- ing.	Men.	Women.	Totsil,	Men.	Women.	Total.	Aver- see daily attend- ance.	in schools report- ing average daily attend- ance.	not re
1	2	8	4	5	6 .	7	8	9	10	11
Ohio	46	101	142	243	4,271	11,922	16, 193	7,292	14,730	2
Oklahoma	10		26	42	1,210	1,698	2.908	905	2,558	
Oregon	5	10	20	30	500	1,902	2,481	997	2,511	1
Pennsylvania	72	212	258	470	7, 229	15 620	22,849	12,095	20,686	3
Rhode Island	7	36	₽2	88	1,030	2, 167	3, 197	1,530	2,906	
South Carolina	4	4	8	12	125	433		225	558	
outh Dakota	5	6	14	20	240		860	440	\$60	ì
Ceducases	9	24	29	53	835	2,271	3, 106	1,091	2,304	Ι.
Сехав	29	74	93	167	4,155		10,561	4,613	10,418	1
]tah	3	4	7	11	215	507 389	722 557	192	722 557	ļ
ermont	3	3	8	11	16s 717				2,54%	ì
irginia	9	20	34 55	54 87	1,324	1,871	2, 588 6, 270	1,175	6,199	
Washington	* 17	32 10	18	28	528		2,142	1.102	2.142	
West Virginia Wisconsin	-	40	55	95	1,186		4,395	1,102	3,450	١,
Wyoming		1 10	33	1 0.5	80		270	140	270	Ι,

Table 9.—Instructors, students, and attendance in Y. M. C. A. and denominational commercial schools in 1917-18.

• .		I	nstructor	s.	Stu	dents enro	iled.		Enroll- ment	
States.	Schools report- ing.	Men.	Worsen.	Total.	Mon.	Women.	Total.	Aver- age daily attend- ance.	in schools report- ing average daily attend- ance.	not report-
1	5	8	4	5	6	7	н	9	10	11
United States	110	491	128	619	14,705	4,351	19,056	4,992	14,467	17
Alabama. California California Colorado. Connecticut Dalaware. Dist. Columbia Georgia Illinois. Indiana Kantucky Maryland Massachusetta. Michigan. Minesoria. Miscouri. Nebraska New Jerzey New York. North Carolina. Ohio. Oregon. Pennsylvania Bahode Islanid Texas. Utah. Virginia. Washington.	2 2 1 1 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1	3 13 5 8 7 15 5 35 2 23 47 60 24 10 1 13 15 113 22 43 8 8 8 7 7 8 8	21 4 10 3 3 12 3 4 5 19 21 1 14	3 13 5 8 7 15 56 6 49 50 0 72 27 10 5 3 20 132 22 64 4 22 7 7	85 749 900 226 53 760 1,256 232 820 1,043 1,261 898 347 215 100 505 3,103 104 6145 177 90 106 354 21 441	30 18 230 34 547 212 2394 45 219 233 804 377- 270	9.5 7.49 9.0 2.56 5.3 7.78 1,516 2.66 1,367 1,255 1,655 9.41 3.47 4.34 1.00 7.38 3,907 1,291 6.55 4.56 1,269	09 155 24 90 22 140 404 188 342 286 929 198 136 20 42 1,779 8,35 171 389 464 33 9	85 749 900 258 53 100 897 286 1,367 1,255 1,161 232 347 221 100 1,057 805 445 1,269 1,269 1,269	1 1 1



PRIVATE COMMERCIAL AND BUSINESS SCHOOLS, 1917-1918. 431

Table 10.—Students in day and night courses and average daily attendance in all private commercial and business schools reporting in 1917-18.

		Da	y course	š.		Nigh	t course	ss. ·	Av	erage da an	ily at ce.	tend-
States	t Ing.		Student	.s.	ting.		Studen	ts.	.gaj		ing.	ls.
•	Schools report	. •	en.		ls reporting		e .		ls reporting.	day schools.	s reporting	night schools.
-	Scho	Men.	Women	Total	Schools	Men.	Women	Total	8chool	In day	Schools	In nig
1 .	9	8	4	5	6	7	8	9	10	11	12	18
United States		50, 329	132,2%	182, 614	716	46, 120	60, 845	106, 965	699	79, 675	602	43,01
labama	1	658 50	2,3×3 269	3, 041 319	, g	279 41	252 50	531 91	7	768 89	6	16
rkansas	30	417 3,170	1,173 8,406	1,590	5	87	137	224	7	755	5	1 8
alifornia	14	925	2,279	11,576 3,204	30	2,678	4, 269 912	6,947 1,507	27	6,109	27	4,04
onnecticut	24	380	1,737	2,117	25	953	1,930	2,843	23	1,416	12 22	1,54
elaware	5	311 447	653 1, 268	964 1,715	3	762	372	1, 134	2	400	2	49
lorida	×	354	1.253	1, 637	6 8	1,902	2, 496 226	4,398	3 7	460 586	3 7	70
eorgia	12	1,071	1,905	2,976	4	88	125	213	l ii	1,452	1	19
laholinois	58	3, 552	254	317	3	26	71	97	3	165	2	3
diana	34	1.642	9,469 4,450	13, 021 6, 092	52 32	3, 6×9 9×5	5,565	9, 254	44 31	4, 731	43	2,75
wa	21	1,577	4, 192	5, 769	15	416	820	2,895 1,236	16	2,700 1,679	29 13	1, 28
ansas entucky	21	1,915	3,982	5,897	14	400	539	1, 239	20	2, 427	14	40
oulsiana	12	415 632	1,606	2,021 1,978	8 7	1,124	957	2,0×1	7	1,028	6	53
aria	111	322	936	1, 25%	á	751 128	411 182	1,162 310	6	1,071 477	8	85
aryland assachusetts	R	256	789	1,045	- 8	1,165	492	1,657	2	366	3	12 35
ichigan	32 32	1,553	3,647 4,387	5, 200 6, 169	29 24	2,624	2,747	5,371	24	2, 820	23	2,53
innesota:	31	1,947	3, 857	5,844	26	1,427	1,686	3,113 2,604	29 26	2, 810 2, 653	22 20	99
ississippi	2	105	~ 355	460	1	15	10	2,00	1	2, 633	20	_ x3
issouriontana	30 6	3,066 201	5,114 974	8,180	27	1,272	1,546	2,814	27	3, 609	24	1,20
obraska	12	861	2,949	1,175 3,810	6 8	139 317	306 570	445 857	6 10	2×2	6	711
evada	1	10	125	135	î	15	25	40	10	1,543 54	5	A 25
ew Hampshire	24	145 1, 252	328	473	3	202	265	467	3	197	3	21
ew Mexico	2	64	3, 498 220	4,748 284	23	2, 422 27	3, 098	5,520 73	14 2	1,978	18	1,83
ow Yorkorth Carolina	90	4,806	15,70h	20,514	85	8,972	10,507	19, 479	78	80 8, ~85	2 74	8, 15
orth Caro <u>lina</u> orth Dakota	X 5	430	1,086	1,516	5	100	105	205	7	547	4	10
n io i	57	2,536	481 8,501	8×9 11,037	49	7 2,649	3, 798	2H 6,447	5 41	415	2	1
klahoma	10	934	1,361	2, 295	8	278	337	613	9	5, 289 717	37	2,83
egonania	75	740 3, 263	1,507	2, 247	6	494	395	889	4	894	4	27
hode Island	8	3, 203	9, 223 1, 081	12, 486 1, 526	69	4.143 655	6,676	10,819	61	7,048	61	5,43
uth Carolina	4	111	418	529	2	14	1,106 15	29	6	678 197	5	85
uth Dakota	5 9	177	510	687	3	63	110	173	5	348	3	9
IIDessec	30	721 3,569	2, 106 5, 909	2, 827 9, 478	24	114 722	165	279	7	1,091	ا.نید.	
ah	3	205	905	1, 110	4	364	767 517	1,489 881	26	3,901	20	68 23
ermont	.3	87	232	319	3	81	157	238	3	153	3	8
rginia	11	585 847	1,670 3,743	2, 255	18	153	215	368	.9	1,061	4	14
est Virginia	7	287	1, 225	4,590 1,312	17	91× 241	1, 203	2, 121 630	15	1,477 749	15 7	52
isconsin	25	900	2,692	3, 592	17	286	517	803	22	1,603	15	353 283
yoming	2	45	145	190	.2	35	45	80	2	100	2	40



	Commercial course.	ordal 36.	Stenographic course.	raphic 36.	Com	Combined course.	Telegrap	Telegraphy (wire) course.	Telegrap less) c	Telegraphy (wire- less) course.	Accountancy course.	tancy 86.	Secretar course.	Secretarial course.	Salgernanship course.	unship se.
States.	Ken	Women	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Мотеп.	Men.	Мотеп.	Men.	Wотеп.	Меп.	₩ошеп.
1	04	•	-	40	•	-	- œ	6	10	=	15	#C	±	15	16	11
United States	36,451	33,069	30, 808	121,593.	15,628	32, 863	2, 495	2,420	2,696	314	5, 1.96	1,180	2,965	10,852	2, 194	1, 798
Alabama. Arizona	334	88	367	1,82 183	150	823										
Arkansas California	2, 2, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3,	E 25	25. 25. 25.	8.8.2	8 15 8	1,962	£75 86	3.8	530	175	31.3	% 0	<u>ş</u> 8	2, 133 98	8,4	60
Connecticut	100	702	418	2,440	8	165	•	%	8	ຶ.	. 62	. 🕶 C	88	221	12	8
Delaware District of Columbia	<u>S</u> 35	333	1,327	2,685 2,686 2,686 2,686 3,686	12	15					06	15	16	12		
Forda. Georgia	ä	27	38	527	3	27	14	ĸ	ķ	•			0	18	:	
Idaho	4 8 8 8	1,992	25 25	11,386	8 25 4 8 25 4	1,479	61 00 E	2.75	88 80 20 20 20 20 20 20 20 20 20 20 20 20 20	00	ននិទ	* 82 2	±3	164	<u>s</u> 8	88
Indiana.	 88	256	1	* 6. 4. 58. 58.	823	ir.	92	82	135	13	೫೪	e 12	191	25 ES	38	₹~
	, S	317		1.489	207	. 35	121	8	3	18	02	89	I	82	98	0
Louisians Maine.	888	888	\$2€	<u>8</u> E8	9	238	-8	~ ~	5		94	00	0	175	19	
Maryland Marsachusetts	1,015	1,455	2,56	2,976	*%	88	8	` द	:	•	582	Ç	157		%	0
Michigan	1,360	1,3%	92		90 %	1,38	E &	88	<u>8</u> 5	00	371	232	1 0		£ &	64 B
Missippl		28	88	25.88	1,071	2, 2,82,	683	302			330	133	121	577	23	0
Montana	25	ka s	86 - 8	1,02	77	788	. &	17,					12		×	0
Nevada	5 65	388	85		, Ewb	82	11	13					C	***	: :	
New Jersey	823	8	1,266	4,418	96	1,209			:		ĝ′	00	122		3	2



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	New York North Carolina North Carolina North Carolina Othio
	\$2200 6255 6655 6666 59873°—21——28



434 BIENNIAL SURVEY OF EDUCATION, 1916-1918.

Table 12.—Enrollment, by course of study, in private nondenominational commercial and business schools reporting in 1917-18.

States	Comn	nercial rse.		raphic rse.	Com	bined "		raphy re).
. · atates.	Men.	Women.	Men.	Women.	Men.	Womén.	Men.	Women
1	2	8	4	5	6 .	7	8	9
United States	33, 988	32, 761	28, 323	120, 514	13,413	30, 673	2, 249	2, 20
abama	493	281	322	1, 951	49	86		
rizona	37	33	. 44	229	- 10	57		
rkansas	268	279	182	886	90 687	183	475	6
difornia	2, 280 463	3,822	1,666 300	6,635	312	993	30	٥
onnecticut	601	685	418	2, 423	60	591		
Alaware	* 501	141	492	718	:	J		
elawareistrict of Columbia	105	50	1,027	2,659	12	44		·
lorida	223	148	143	877	142	375		· · · · · · ·
porgia	259	242	82	527	228	421	1 74	
aho	48	131	32	250	29	74	2	1
linols	2,559	1,992	2,579	11,398	760	1,249	300	١.
diana	940	836 919	606 477	4,052	458 312	1,259 775	1 300	• 1
WB	1, 135	701	753	3,553 2,557	955	1,770	76	
Ansas	1,024 301	276	228	1,390	161	539		
entuckyouislana	581	186	454	1,390	40	72	. 1	1
aine.	382	208	87	773	111.	440	33	ļ
aryland	136	59	172	989	60	300	4	.[
assachusetts	814	1,455	580	2, 954	108	521	82	1 :
ichigan	1,172	1,372	763	3, 271	401	1,387	71	1
innesota	1,755	1,580	534	3,036	250	953	154	1 4
ississippi	71	52	50	275	17	45	582	
dasouri	914 246	953 227	979 108	4,396	1,064	1,638	5	{ ,
ontana ebraska	295	353	399	2,111	244	768	61	ł
evada	5	26	. 20	7,110	3	21		
ew Hampshire	197	95	61	340	70	102	17	1
ew Jersey	844	695	1, 237	4, 307	949	1,176	1	.
ew Mexico	53	47	24	142	30	188		.}
ow York	3,847	3,636	4,584	16,129	1,505	3,805	62	1
orth Carelina	235	228	129	541	110	295	4	
orth Dakota	266	81	51	270	103	209	8	• •••••
No	2, 135	2, 409 388	1,541	7, 561	941	1,244	i 8	
klahoma	453 301	439	114		128	331		
regonennsvlvania	3,309	2,530	3,087	10, 441	777	1,507	48	· · · · · · · · · · · · · · · · · · ·
hode Island	478	327	371	1,424	2	2		
outh Carolina	61	25	26	271	27	52		
outh Dakota	157	95	48		23	93	11	
ennessed	424	485	245		138	292		• • • • • • •
SXAS	1,404	1, 118	1,457		1,253		124	
tah	117	26	84 50		3 49	13		
ermont	. 57 269		242		89		1	
Irginia.	546		506	3, 111	119			
Vashington	264		201	1, 241	43			1
Visconsin	840		267	2, 355	217		21	1
Vyoming	25		35	123	13		1	1



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States,		nercial urse.	Steno	graphic urse.		bined urse.	Teleg (w	raphy ire).
	Men.	Women	Men.	Women.	Men.	Women.	Men.	Women
1	2	8	41	5	6	7	8	9
United States	2,463	308	2, 486	1,079	2,215	2,180	246	21:
Alabama Alabama Alifornia Colorado Connecticut District of Columbia Feorata Feorata Illinois Indiana Kentucky Maryland Massachusetts Michigan Minnesota Missouri Hebraska Hew Jersey Hew York Orth Carolina Dhio Dregon Hennsylvania Hode Island	41 1777 286 30 15 131 500 509 137 201 188 1100 18 33 8 637 10 277 86 19	18 41 32 · 11 · 1 · 1 · 32	45 147 34 300 15 65 11 11 78 67 206 13 53 51 70 28 769 6 197 156 45	17 99 22 23 111 100 12 57	8 64 90 15 622 18 46 97 5 749 128 777 115 99	230 34 109 20 372 11 388 33 361 339	30 121 35 26	9,
tah irginia /ashington	126 80	173	170	638	12 18 21 19	76 14 2	5	1

TABLE 14.—Students, tuition fees, and time required to complete the course in wireless telegraphy in commercial and business schools in 1917-18.

		Stud	lents	· Tui	lion feet	in—	Months
Location.	Name. *	Men.	en.	Day course per month.	Pay course for entire course.	Night course per month.	quired for com- pleting day course.
1	2	8	4	. 8	6	7	8
CALIFORNIA.			i				
Berkeley. Los Angeles (715 S. Hope St.)	Berkeley Business College Y. M. C. A. School of Com- merce and Finance.	227	6 94	\$10 15	\$50 85	\$10, 10	6
San Francisco (Van Ness Ave. and Post St.)	Heald's Business College	300	. 75	15	1 90	6	8-12
CONNECTICUT.							200
Bridgeport	Y. M. C. A. (commercial de-	15				5	
New Haven	Royal Business College	5	. 3			6	5
Chicago (19 S. La Salle St.).	Central Y. M. C.A. Institute (commercial department).	68			 .	10	21
Indianapolis. Valparaiso.	Y. M. C. A. Night School Dodge's Telegraph, Railway Accounting and Radio (Wireless) Institute.	40 196	10		65	(4)	5

TABLE 14.—Students, tuition fees, and time required to complete the course in wireless telegraphy in commercial and business schools in 1917-18—Continued.

		Stud	ents.	Tuit	ion fees	in—	Months
Location.	Name.	Men.	Wom- en.	per	Day course for entire course.	Night course per month.	biering
. 1	2	3	4	5	6 .	7	8
KANSAS.	. 4						
Hutchinson	Salt City Business College Kansas University of Commerce	100 35	3 10	\$15 15	\$55 75	•••••	5-6 3-6
· Louisville	Y. M. C. A. Schools (commercial department).	- 64	18	12	48	\$4	8
Baltimore (Franklin and Cathedral Sts.).	Association Institute (commercial department).	161		12		8	4-6
Do	Radio School of Y. M. C. A	25	,	≱ 12	70	8	6,
	Detroit Institute of Technology.	291		ļ	25	.	3
MINNESOTA.							
Duluth	Y. M. C. A. (commercial department).	25	3	.,		4	
-8t. Paul	Y. M. C. A. Night School (commercial department).	26	3			3	7
Brooklyn(65 Flatbush Ave. New York (1931 Broadway)	Browne's Business College The Paine Upton Business School.	49 50		10		5 5	
New York (153 E. 86th St.).		518	68	15	50	15	43
Canton	Canton Technical Institute, Y. M. C. A.	12			20	• • • • • • • • • • • • • • • • • • • •	. 4
Dayton		26					
OREGON. Portland PENNSYLVANIA.	Y. M. C. A. Schools (commercial department).	236		15	50	10	4
Wilmerding	Y. M. C. A. Evening School (commercial department).	10			. 12		3
Beattle	Y. M. C. A. School (com- mercial department).	220		15	60	8	4-5

Night school.



•		Stu	dents.	Tui	tion tees	s in—	Months
Location.	Name.	Men.	Wom- en.	Day course per month.	lor	per	quired for com- pleting day course.
. 1	2	3	4	5	6	7	8
CALIFORNIA.		i			i	<u> </u>	
Los Angeles (cor. 2d and Spring Sts.).	and Finance Southwestern	64	. 14	 	1 \$80		19
Los Angeles (715 S. Hope St.).	and Finance	66		<i>.</i>		1 814	20.
Oukland	Heald's Business College	2 15	4	\$15 15	140		4-6 12-24
San Francisco (220 Golden Gate Avel.).	ment).	28	ļ			8	24
Santa Ana	Orange County Business College	4	8	, 15-	125	7	12
-	Y. M. C. A. Business School	31				4-15	254
Brldgeport	Y. M. C. A. (commercial depart-	45	2			*50	
Hartford	Huntsinger Business School Merchants'and Bankers' Business	12	2	15		5	24
	College. Merrill Business College	1		14		•••••	8-10
DELAWARE.							
	Y. M. C. A. Evening School (commercial department).	17			30		
DISTRICT OF COLUMBIA.	increase depart in (in ().				į		
Washington (1736 G St. NW.).	Washington School of Account-	430	18	9	2 36	1 9	24
4 DAHO.					1		
Moscow	Creekmur's Business College	25		10		. 5	,
Alton. Chicago (19 S. La Salle St.).	Brown Business College. Central Dept. Y. M. C. A. Insti- tute (commercial department).	3 125		12	35	8	6 3 24
	Continua Business College	2	1	12		6	12
Chicago (1134-40 Wilson	Pierson Business College	34	41	12].	•••••
Chicago (122 S. Michigan Blvd.). Chicago (638-40 W. Gar-	Walton School of Commerce	255	66 .	•••••	200	•••••	27
field Blvd.). Danville.	Watson's Business College	9	10	. 12		6 .	•••••
East St. Louis. Rock Island Waufegan.	Brown's Business College	10 2 10 6	5	· 13	95 60 100	5	6 .
INDIANA.	But San Contego		١	ro	* 95	5	8-12
Aurora	Richmond's Aurora Business College.	6		10	25 .		2-3
Fort Wayne Indianapolis.	International Business College Y. M. C. A. Night School (commercial department).	50 54	10	15	125 105		8 12
IOWA. Mason City	Hamilton's University of Com-	. 8	1	10	100		
Muscatine	Brown's Business College	1		13	100		18
Ottumwa	Ottumwa Commercial College	21	7	io	60		

¹ Tuition for 1 year in night school.
2 Tuition for 17 weeks.
3 Tuition for 1 year.

⁴ Tuition for 30 weeks.

After complete bookkeeping cours

Night school.

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BIENNIAL SUBVEY OF EDUCATION, 1916-1918.

TABLE 15.—Students, tuition fees, and time required to complete the course in accountancy in commercial and business schools in 1917-18—Continued.

		Stud	ents.	Tuit	ion fees	in—	Months re-
Location.	Name.	Men.	Wom-	Day course per month.	Day course for entired course.	Night course month	quired for com- pleting day purse.
1.	2	3	4	5	6	7 .	8
KANSAS,						·	
Abilene Manhattan Newton Topeka Wichita	Central Kansas Business College Manhattan Business College. Newton Business College. Tepeka Business College. Wichita Business College.	2 2 55 15	1 2 13	\$10 9 10 15 14	\$50 40	\$5 4 6	6 6 3 5 12
" KENTUCKT.	•				1		1
Covington	Curtis Commercial College Y. M. C. A. Schools (commercial department).	50 20	64		50	5	6 16
Portland	Shaw Business College 1	94		13		6	6
MARYLAND.	•						
Baltimore (Franklin and Cathedral Sts.).	Association Institute (commercial department).	110				9	32
MASSACH USETTS.	•			1			
Boston (161 Massachu- setts Ave.).	Chandler School for Women,	7		20	ļ		. 10
Boston (316 Huntington Ave.).	Northeastern College, School of Commerce and Finance.	477			. (*)		. 48
Springfield	Y. M. C. A. (commercial depart- ment).2	27			. 120		. 12
Worcester	Northeastern College, School of Commerce and Finance.	71			. (4)		. 36
Big Rapids	Ferris Institute (commercial de-	15		10	75		9-24
Detroit (Grand Circus.	partment). Detroit Institute of Technology	272			. 52	. 11	30
Park). Grand Rapids	War Industrial Training Institute	50				. 13	
Iron Mountain	M. C. A. Actual Business College. Ironwood Business College. Myskegon Commercial College.	25	12	12 10			
Muskegon	Muskegon Commercial College	-3	10				. 9-12
МПИКВОТА		_				١.	١ ـ
Albert Lea	Albert Les Commercial College University of Southern Minnesota	2		10	200		. 18
Minnespolis (Nicollet at	(commercial department). Collegiate Business Institute	. 39	4	·	. 175	. 18	(
10th St.). St. Paul Winona	Lancaster Business Institute Winona Business College	. 5 24		12		5	
MISSO THE.			Ι.	1		1	1
Chillicothe. Kames City. Do.	Chillicothe Business College Kansas City Business College Kansas City School of Account-	. 50 38 150	19 90 18	12	1 80	0	6-3
St. Louis (Grand and Franklin).	ancy Lew, and Finance. Raiph Sallew Institute, Y. M. O. A. ³	92	·		. 60		
NEW JERSEY.	1987				•	1	
Bayonne Newark (111 Halsey St.).	Drake Business College Y. M. C. A. (commercial depart- ment).	199	} :::::			12	•
Rowall	Standard Business School		1	1.			

¹ Includes one branch school



Tuition fees, \$75 to \$85 for course.

Tuition fees, \$65 to \$80 for course

Table 15.—Students, tuition fees, and time required to complete the course in accountancy in commercial and business schools in 1917–18—Continued.

Amsterd Brookly Ave.) Brookly Place Brookly Hicks Buffalo Frank New You	n (1121 Bedford	Name.	Men.	Wom-	per month.	entire course.	Night course per month.		E
Amstern Brookly Ave.) Brookly Place Brookly Hicks Buffalo Frank New Young	NEW TORK. denn	2	8	4			I		•
Amsterd Brookly Ave.) Brookly Place Brookly Hicks Buffalo Frank New You	denn m (1121 Bedford			1	5	6	7	8	-
Amsterd Brookly Ave.) Brookly Place Brookly Hicks Buffalo Frank New You	denn m (1121 Bedford	•						-	-
Place Brookly Hicks Buffalo Frank New Young St.).	71 (55 Hanson	Reynolds Business School. Bedford Branch, Y. M. C. A. (commercial department). Marquand School	21 26	7	89		84 12	6-9	
Hicks Buffalo Frank New Yo St.).). 70 (Oranga and	Plymouth Institute of Account-	302		••••••	1 \$256			•
St.).	t Sta 1.	Association Institute, Y. M. C. A.	120	5			16	. 20	
St.).	(Mohawk and tlin Sts.). ork (215 West 23d	Chelses School	120 336		•••••		12	22	T-1
740m T	ork /88 West 1994	Eastman-Gaines School	836 10		15	••••••	14	24	
New Y	ork (290 Madison	Institute of Commerce	10	7	15		5	. 24	
NOW YO	OFF (Kroadway at	Mull's School	2	. 1	19	120	0	24	-
New Y	ork (1135 Broad-	New York School of Accounts	8		******	96	6		•
New Y	Ork (Lexington	Packard Commercial School.	25	3	100000	~	10		•
A 78. 8	and 35th 8t.). uk (32 Broadway).	Post Graduate School of Account-	45	2	81	125	10	,	•
New Yo	rk (318 West 57th	West Side V. M. C. A. (commer-	12		. "	1 17			
8t.). Peakski	Q	Peekskill Business College	18	16	- 12	80	6	10	
Rochest	ær	Business Institute.	36	6			9		
Troy Utica		Troy Business College Excelsior School of Business	215 .16	175 18	13 10	· 75	4 8		
	ондо.			[]	· ["		,
Akron	ila	Hammel Business College	2		10	.55	6	6	
Carton.		Ashtabula Business College Canton Technical Institute, Y. M. C. A. 2 Cleveland Business University	3 27	3	13	125 40	5	12-15	·
Clevelan Columb St.).	nd (Ontario St.) us (131 E. State	Cleveland Business University Bliss Business College	130 15	207	10	::::::	δ 10	. 7 20	
Dayton.		Miami-Jacobs Business College Y. M. C. A. Institute (commer-	7 30	8 3		200	7	10	
Greenvi	lle	cial department). Commercial-Normal College Columbia Commercial University	3		12	84	5	7	
Stauban	er	JOYGUGELVIIIE DIELLIAME COLLAGA	4 8	0 5	12	132		11	
		department).	20	i			10	7-11 20	
Youngst	town	do.	24	·····	* 214			21	
Dartland	OREGON.	Charletten Bretten Business Col			í., l				
	• • • • • • • • • • • • • • • • • • • •	Christian Brothers Business College. Y. M. C. A. (commercial department).	25		(4)		•••••	12	
	NNSYLVANIA.	ment).	84			• 75		24	
Allentov	vn	American Commercial School	3		12		8	. 48	
Easton.	Falls	American Commercial School Duffs College	9	2	12	110			ı
Настівоц	urg t	BUILTISOUTE SOOTUDADO SCHOOL	14	7	12	100	8	14	
		Leech's Actual Business College	'2 !	1 1	12	120		10	
nut Bt	phia (723 Chest-	American Business College	21	55	10	100	- 6	10-12	
Walten.	******	Hoff Business College Y. M. C. A. Evening School (com- mercial department);	3.	i	10	1. 17			1
Wilmer	ing f	Y. M. C. A. Evening School (com-	5	7 .			. 1		



Tuition (ee, \$5 to \$8 per month.
Tuition for 1 year in night school



\$40 BIENNIAL SURVEY OF EDUCATION, 1916-1918.

Table 15.—Students, tuition fees, and time required to complete the course in accountancy in commercial and business schools in 1917–18—Continued

		Stud	ents.	Tuit	ion fees	in-	Months
Location.	Name.	Men.	Wom-	Day course per month.	Day course for entire course.	Night course per month.	quired for com- pleting day course.
1	2	8	4	5	6	7	. 8
RHODE ISLAND.							
Providence	Bryant and Stratton Commercial School.	23	.6			\$ 8	17-20
Wateriown	South Dakota School of Business.	4		\$12	\$200	5	24
TEXAS. Tyler	Tyler Commercial College	55	48	20	ļ. 		2
VIRGINIA Newport News Staunton WASHINGTON.	International Business College Dunamore Business College	6	,	12 12	75 75		16
A berdeen		100 37	2 40 28	15 10	75 65	8	31
Charleston	Capital City Commercial College.	4	2	12	65		,
WISCONSIN. Appleton	Actual Business College	13 20 7 20	10	15 12 15	100		

¹ Night school.

Table 16.—Students, tuition fees, and time required for completing secretarial course in commercial and business schools in 1917-18.

• .		Stud	ents.	Tuit	ion fees	in—	Months re-
Location.	Name.	Men.	Wom- en.	Day course per month.	ontire	Night course per month	for
1	* 1	8	4	5	6	7	-8
CALIFORNIA.							<u> </u>
Oakland Ban Francisco (Van Ness Ave. and Post St.).	Heald's Business Collegedo	275	20 375	\$15 15	1 \$90	\$6	8-12 8-12
San Francisco (600 Sutter	Munson School for Private Sec-	130	1,728	16	122	0	8
San Jose. Sana Aria	Heald's Business College Orange County Business College	2 1	3 7	15 18	1 125	7	19
COLORADO.				1			
Degree	Central Business College	20	80	12		1 5	9

Beeclal rate of tuition for 8 months

1 Tuition fee for 1 year



PRIVATE COMMERCIAL AND BUSINESS SCHOOLS, 1917-1918. 441

Table 16.—Students, tuition fees, and time required for completing secretarial course in commercial and business schools in 1917-18—Continued.

		Stud	ients.	Tuli	ion fees	in-	Months re-
Location.	Name.	Men.	Wom- en.	Day course per month.	Day course for entire course.	Night course per month.	quired for
, .1	2	8	4	5	6	7	8
CONNECTICUT.				i			
Hartford	Huntsinger Business School	3	70 3	\$15 15	\$150	\$5	10
Do Do New Haven Do	Modern Business School. Morse Business College. Stebbing Commercial School. Stone Business College.	2 4 5 12	10 9 102 27	15 16 15 15		5 5	20 12-18 10-12
DELAWARE.					- 1		
20	Bescom Business Colleges., Goldey College	17 10	· 96 70	16 16		6	12 10–12
FLORIDA.	Pan American College of Com-					-	
GEORGIA.	merce.	16	, 71	15	140	8	12-15
Atlanta	Atlanta Business College		18	15	60		. 6
ILLINOIS.	·			ĺ			•
Alton. Chicago (4732 Irving Park Blvd.).	Brown's Rusiness College	2	52 17	12 12	90	18	9 12
Chicago (1208 East 63d St.)	MacCormac School	3	11	12			9-12
Chicago (616 8. Michigan Ave.).	National Institute of Secretaries	21	69		50		5-7
Chicago (638-40 W. Gar- field Blvd.).	Watson's Business College	12	28	12		6	
Chicago Heights (92 IIII- nois St.).	Chicago Heights Business College.		4	10			12
East St. Louis (301Colline- ville Aye.). East St. Louis (Main and	Brown's Business College	89	138	10	90	5	9
Drumuway).	Summers College of Commerce	10	•••••	. 10	60		- 6
Moline Rock Island Shelbyville	The Orchard City College. Brown's Business College. do. Spark's Business College.	1 13	8 24 50	12 15 15	110	6	
Springfield	Brown's Business College	712 1	15 49 5	12 15 10	105	6 5	16 9 8–12
INDIANA. Aurora.	Diphoson dia Assessina			.	.	- 1	
Bratil.	Rismond's Aurors Business differe. Bratil Business University	2	2	10	50 .		0.
Terre Haute	Indiana Business College. Brown's Business College. Vincennes Business College.	50	23 5 128 6	12 12 15 15	90 90 105 135	5	10 9
IOWA.		- 1		. 1		- 1	9 2
Chariton. Davenport. Mason City.	Chariton Business College	1 41 8	2 90 28	10 13 13	95 75	8	12 9 10
Muscatine Ottumwa	merce. Brown's Business College Jowa Success School Waterloo Business College	1 26	8 10 81	15 18 18	90 .	6	9 12
EANSAS.	•			-			
Communication of the contract	Central Kanas Busines College. Chantte Business College Leavenworth Business College	9	2 2 20	9 15 12	80 100		

Tuition reduced after first month

a Tultion reduced after second month

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TABLE 16.—Students, tuition fees, and time required for completing secretarial course in commercial and business schools in 1917-18—Continued.

		8tud	ents.	Tuit	ion fees	in-	Months re-
Location.	Name.	Men.	Wom-	Day course per month.	Day course for entire course.	Night course per month.	quired for com- pleting day- course.
1	2	8	4	5	6	7	. '8
KENTUGET. Covington	Curtis Commercial College	64	88		\$50	\$4	. 6
Portland	Shaw Business College 1	••••	175	\$13		6	6
MARYLAND. Salisbury	Beacom Business College	7	21	15	ļ		8
MASSACHUSETTS. Boston (334 Boylston St.)	Bryant and Stratton Commercial School.	117	454	22		8	12-15
Boston (161 Massachusetts Ave.). Boston (136 Boylston St.).	Chandler School for Women Franklin Academy	•••••	19	20		4	10
Fall River. Lawrence. New Bedford	Thibodeau Business College Lawrence Commercial School Kinyon's Commercial and Short-	. 4	12 38 16	10 14 235	60 150	6	8
Northampton	hand School. Northampton Commercial College	35	97	15	150	5	10
MICHIGAN. Big Rapids Detroit (163–169 Cass A ve.) Detroit (972 Gratiot Ave.) Lansing	Ferris Institute Business Institute. Central Business College. Lansing Business University	10 2 2	25 32 6 12	10 12 10 15	75 125	5 5	19-14 9 13
MINNESOTA.	Albert Lea Commercial College	2	31	15	85	7	
Albert Lea. Minnespolis (5 W. Lake St.).	American Business College	2	20	15	175	. 5	6-8
Minneapolis	Collegiate Business Institute Lancaster Business Institute Winona Business College	6	13 16	12 3	15	. 5	6-7
MISSOURI. Chillicothe De Soto Kansas City	Chillicothe Business College	1 25	48 2 250	13		3 5	
Do	Training. Kansas City Business College Nevada Business College Brown's Business College	. 0	131 25 50	15 15 12	81	5	
St. Louis (8th and Pine	do	1	66		1	1	1
St. Louis (N. W. cor. 8th and Locust Sts.).	Jones Commercial College	10	5	15	105	6	9
MONTANA Missoula	Missoula Business and Normal College.		. 12	15	100	8	8
Hastings	Hastings Business College		25	1			8-10
Manchester	Bryant-Stratton Business College	İ	1 '	10		1	12-18
Bridgeton	Helmbech's Bridgeton Business Behoot.		1	1	}		1
Camden East Orange. Newark Trenton	Camden Commercial College Drake College	. 18 50	100			5	

Includes one branch scho Tuition for 16 weeks. Tuition for 5 months.
 Tuition reduced after first month



		Stud	ients.	Tui	tion fee	in—	Month:
Location.	Name.	Men.	Wom- en.	Day course per month.	Day course for entire course.	Night course per month.	quired for com- pleting day course.
1	2 .	8	4	•	6	7	8
NEW YORK.							
Albany	Albany Business College Reynolds Business School Alpha School	20	32 34 50	\$15 9 10	\$85	\$4 5	7-8 7-9 8-0
Brooklyn (65 Flatbush Ave.).	Browne's Business College	288		12		5	
Brooklyn (805-899 Flat- bush Ave.),	Elisworth School of Secretaries.	65	270	12		5	
Brooklyn (896 Manhattan Ave.).	Heffley Greenpoint School	15	20	12	144	. 5	12
Brooklyn (243-245 Ryerson 8t.).	Heffley Institute	93	535	12			12
Brooklyn (287 Broadway) Lockport	Wood's Business School	30	73	12	95	5	
Middletown Mount Vernon	I Kamadali sebool -	3	65 25	10 10		5	7-10
New Rochelle	Bherman's Business School. Westchester Commercial School.	1 1	14 31	15 12	• • • • • •	6	
New York (413 East 138th St.). New York (501 West 145th	Business School.	2	4	iō	90		10
St.). New York (802-4-6 Tre-	Audubon Commercial School		30	17	150		14
mont Ave., Bronx). New York (830 West-	Bronx Business Institute	8	29	10	90	5	12
chester Ave.). New York (36 West 123d	Bronx Commercial School	22	64	10	100	5	10-12
St.). New York (280 Madison	Eastman-Gaines School	25	250	15		5	9-14
Ave.). New York (2106 Seventh	Kells School	30	54	15	125	6	6
Ave.). New York (37 East 58th	Merchanus'and Bankers'Business	~~	125	10		5	6-7
St.). New York (3219 Third	School. Metropolitan School of Business	96 3	181	417		5	9-12
New York (50 East 42d	Moon's Shorthand and Some	20	90	10	· · · · · · · ·	*****	7–10
8t.). New York (144 Columbus Ave. Broadway at 66th 8t.).	tarial Schools. Mull's School	38	90	12	115	- 6	
New York (116) Madison	New York Commercial School	2		12			·
Ave.). New York (33 West 42d	New York School of Secretaries	9	151		178		9-18
St.). New York (Lexington Ave. and 35th St.). New York (1931 Bread.	Packard Commercial School	29	295	18			M. The
	Paine Uptown Business School	8	33	15	1 75	6	7-0
way). lew York (542 Fifth Ave.)	United States School of Secre-	7	148	25	150	15	
lew York (200 West 72d St.).	taries. Walworth Business Institute	11	25	18		15	12
eckskill.	Peekskill Business College	52 . 4	60 18	10	40	6	8
tigs.	Troy Business College Excelsior School of Business	43	175	13	78		7
OETO.							•
incinnati (81 East 4th	Actual Business College	15 3 1	136 4 34	13	. 96 100	<u>.</u>	9-10 12
81.).	Cleveland Business University.	51	. 75	15	85		7
leveland (Ninth, Pros-	Dyke School of Business	5	32	10		8	
pect, and Huron). 1 Tuition for 6 months.			, ایت	1	260	.8	16
	Reduced rate after first month.	. Tul	ion rec	41 33.5	4. 300	nd mon	th.
		- C	1 miles				1

Table 16.—Students, tuition fees, and time required for completing secretarial course in commercial and business schools in 1917-18—Continued.

		Stud	ents.	Tuit	ion fees	in—	Months re-
Location.	Name.	Men.	Wom- en.	Day course per month.	Day course for entire course.	Night course per month.	for com- pleting day course.
1	2	8	4	5	6	7	8
ORIO—continued.							
Columbus	Bliss Business College	5 6 24 12 4	55 40 64 5 12 27 27 27	\$20 15 15 10 13 13 13	\$165 100 100 100 1 95 112 125 99	\$10 8	9 8 8 8-10 12
OKIAHOMA.	Besson's Geramercial College	5	8	15	100	5	6 _8
Tulsa	Tulsa Business College	50	100	20	115	10	8-10
PENNSTLVANIA. Alientown	American Commercial School. Zeth School	32 4 8 5	47 40 11 5 55	12 10 10 8 10	60 40 100	5	16 8 6-7
nut St.). Philadelphia (Pine St., west of Broad).	Peirce School	- 80	260	20	200	. 6	12-20
Philadelphia (1002 Market	Taylor Business School	35	82	15		. 5	13
St.). Pittsburgh (132 Stanwix St.).	Duff's College	50	78	15	170	7	12
Pittsburgh (5th Ave. and Grant St.).	Iron City College		1	14			10-12
Pittsburgh (* W. North Ave.).	Park Institute	8		13			. 10
Pittaburgh (531 Wood Bt.).	Pittsburgh Academy	1	1	15	1	5	10-18
South Bethlehem Wilmerding	South Bethlehem Business Col- lege. Y. M. C. A. Evening School (com-	13		12	30	1	10-10
RHODE ISLAND.	mercial department).], [
Providence	Miss Brayton's Special School . Bryant and Stratton Commer- cial School .	30	5 93	16			. 13-1
Do Woonsocket	Child's Business College Providence School for Secretaries Woonsocket Commercial School.	. 2	. 100	18 25 14	180		. 6-
SOUTH CAROLINA.							•
Anderson. Spartansburg	Cecil's Business School Cecil's Business College	: ;	36		90		. 8
SOUTH DAKOTA.	1.50 S	1.					
Aberdeen	Aberdeen Business College	11	5 71	13	100	5 6	1
Tyler. Yoskum	Tyler Commercial College Baldwin's Business College		1 34				3-
Prattleboro	Chawson-Hamilton Coromercial Gollège.	1	1 :	10	3 29	8	10-1
Richmond	Smithdeat Business College Roanoke National Business Col	. 8	1 3	3 1		ā	12-2 9-1
	Dunamore Business College		8 5	6 l , 1	2 7	8	



Table 16.—Students, tuition fees, and time required for completing secretarial course in commercial and business schools in 1917-18—Continued.

	·	Stuc	lents.	Tuit	fon fee	s in	Month:
Location.	Name.	Men.	Woin- en.	Day course per month.	ontin	Night course per month.	for com- pleting
1	2	8	4	5	6	. 7	8
WASHINGTON.							
Seattle	Hyatt-Fowells School of Com- merce.	7	40	\$ 15	\$100	\$6	- 74
Clarkshurg	West Virginia Business College		20	15	75		-16
Appleton	Appleton Business College Badger Commercial College and Telegraph School.		50 3	12 15	75		24
Marrill	Janesville Business College Merrill Commercial College Spencerian Business College	21	48 15 94	15 14	130 85		14-18

Table 17.—Students, tuition fees, and time required to complete the course in salesman-ship in commercial and business schools in 1917-18.

•		Stud	lents.	Tui	ion foes	in—	Months re-
Location.	Name.	Men.	l on	Day course per month.	Day course for entire course.	Night course per month.	quired for com- pleting day course.
1	2	8	4	. 5	6	7	8
CALIFORNIA.			(S		de.		17.00
San Francisco (220 Golden	Berkeley Business College	. 8 1 24	7	\$10 15	\$50 1 90	\$ 5	4-6
Gate Ave.). Santa Ana	Orange County Business College	6	6	15	1 125	. 7	12
CONNECTICUT.	Y. M. C. A. Business School	18				14	•
Iartford Do	Hillyer Institute, Y. M. C. A Merchants and Bankers Business School.	12	27 3	15	4 30	5	
airo hicago (19 S. La Salle St.).	Brown's Business College	3 70	8.	13	36		
hicago (33-37 W. Jack- son Blvd.).	Chicago Business College	20	130	12	, 63	6	
hicago (1621 W. Divi-	Y. M. C. A. Commercial High School.	4			36	2	
ast St. Louis. ora. oline. isibyville.	Summers' College of Commerce Orchard City College Brown's Business College Sparks' Business College	3 21 10 50	36 12 125	10 412 15 -12	60 25	6	1



Table 17.—Students, tuition fees, and time required to complete the course in salesman-ship in commercial and business schools in 1917-18—Continued.

		8tud	ents.	Tuit	iotz fees	in—	Months .re-
Location.	Name.	Men.	Wong- en.	Day course per month.	Day course for entire course.	Night course per month.	for com- pleting day course.
1	2	8	4	5	6	7	8
INDIANA.	•						
Indiana polis	Y, M. C. A. Night School (com- mercial department).	19,	ļ	. .	\$20		3
New Albany	New Albany Business College Richmond Business College	14 32	36 ⁴	\$13 15	34	\$6	24 3
towa.		•					
Waterloo	Waterloo Business College	26	81			8	
Abilene	Central Kansas Business College	26	2	. 9	30		4
Louisville	Y. M. C. A. Schools (commercial department).	36			20	5	- 6
Portland	Shaw Business College *	61	85	13		. 6	
MARYLAND.		1		ļ			
Baltimore (Franklin and Cathedral \$ts.).	Association Institute (commercial department).	13	ļ		1%		8
MASSACHUSETTS.						İ	
Springfield	Y. M. C. A. (commercial depart- ment).	16		.	. 28		2
Worcester	Northeastern College, School of Commerce and Finance.	22			23		4
Big Rapids	Ferris Institute (commercial department).	25	2	10	75		. 9
Detroit (Grand Circus Park).	Detroit Institute of Technology	24			4 35	ļ	8
Ironwood	Ironwood Business College Landing Business University	19	44 14	10 8	50 18		6 2
MINNESOTA.		E	1			7	
Austin	Albert Lea Commercial College University of Southern Minne- sota (commercial department). Central Branch Y. M. C. A. (com-	24 3 32	12	15	80	10	5-7
Minneapolis (44 S. 10th St.). St. Paul	mercial department). Y. M. C. A. Night School (commercial department).	21	1.		30	18	
Winons	mercial department). Winona Business College	. 6		5	30		. 6
missouri.		1		}	İ		
St. Louis (Grand and Franklin).	Ralph Sellew Institute Y. M. C. A (commercial department).1	. 22			. 15		. 6
NEBRASKA.	•						
Omaha	Y. M. C. A. Night school (commercial department).	33			30	' '	
Camden	Y. M. C. A. Institute (commer-	14	ı		. 15	·	4
Newark (111 Halsey St.).	cial department). Y. M. C. A. (commercial department).	21	ı	.	. 13		. 2



		Stuc	lents.	Tuit	ion fees	in—	Months
Location.	Name.	Men.	Wom-	Day course per month.	Day course for entire course.	Night course per month.	re- quired for com- pleting day course.
1	2	8	4	5	6	7	8
NEW YORK.	, 8,						- 2
Brooklyn (1121 Bedford Ave.).	Bedford Branch Y. M. C. A. School (commercial department).	63			\$23		73
Brooklyn (55 Hanson Place).	Marquand School	79			1 25	Q.	
Buffalo (Mohawk and Franklin Sts.).	Association Institute, Y. M. C. A.	13		٠ا		\$5	92
New York (215 West 23d 8t.).	Jamestown Business College Chelsea School	55 67	125	\$12	1 25		4
New York (36 West 123d (8t.).	Eastman-Gaines School	100	50				3-5
Peekskill	Peekskill Business College	19	11	12	40	6	10
NORTH CABOLINA.				1			
Durham.	Durham Business School	5	8		25		8
Ashtabula		- [- 1	
Dayton	Ashtabula Business College Y. M. C. A. Institute (commercial department).	32	2	13	50 25	5	14
Mahanoy City Philadelphia (723 Chest- nut St.).	McCann's School	15 8	20 20	10	100	5 1	8-10 10-12
Pittsburgh (132 Stanwix St.).	Duff's College	13	8	15		7	4
Wilmerding	Y. M. C. A. Evening School (com- mercial department).	15	:		15		6
Dalias	Y M O A B A L CA		. !		1		
Houston.	Y. M. C. A. Evening School (com- mercial department). Y. M. C. A. Schools (commercial	.23	• • • • • •		- 1	••••	5
Tyler	QeDartmant)	28	 i		15 .		4
WASHINGTON.	Tyler Commercial College	692	614		10 .		1
Aberdeen	Grays Harbor Business College Y. M. C. A. School (commercial	18 125	160	15	60		ř
WEST VIRGINIA.	department).			.	ľ		•
Charleston	Capital City Commercial College.	6	10	· 6 .			5 =
Wisconsin.							
Green Bay	Badger Commercial College and	25	41 .		25		
Janesville	Telegraph School. Janesville Business College. Potter Business College.	13	5 25	12	130		

¹ Night school. 2 Tuition fee, night school.

⁴ Tuition fee for entire course in night school.

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Location	Institution.	Tea	Teachers		In day courses.	га Гр соцгзе	In night courses only.	Τρ	Tptal	daily	lay lance	day	
•		Ken	Worm-	Ken.	Wom-	Kep	Wom-	Ken	Wom-	Day	Night school.	Day school.	Night
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ALABAMA. Birmingham Do Doolboo Firemoo Mobile Mobile Montigemeery Doolboo	Massey Business College. Southern Business College. Wheeler Business College. Campbell Institute of Shorthand and Accounting Florence Business College. Freien Pusiness College. Writing. Wolle Business College. Wassey Business College.	9-6-		20 21 22 22 23 25 25 25 25 25 25 25 25 25 25 25 25 25	54888 5888 5488	21-22 u 8 si	28 8 9 + 10 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	22 × 22 × 23 × 24 × 24 × 25 × 25 × 25 × 25 × 25 × 25	28.28.28.28.29.29.29.29.29.29.29.29.29.29.29.29.29.	8 23548 8 5	8 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	ကည္သူထားကေလ ညီလူထား	ु लक्षेत्र त ल ल
ARIBONA.	Lamson Business College		*	. \$. 569	7	S	91	319	28	37	•	64
Coursy, Coursy, Coursy, Let Both Lette Bock Show Burings	James Business College. Draughon's Practical Business College. For Smith Commercial College. Draughon's Practical Business College. Hines Business College. James Business College. Siloam Springs Commerkal College.		1810111	25223	\$ 58 8 8 8 8 4 4 4 4 4 4 4 4 4 4 4 4 4 4	& 2852	22822	288825°	÷8238384	2525555 25255 2525 2525 2525 2525 2525	5 112 80 7 7 115	∞0° − ⊕ ⊕ ⇔ ⊕	ର ପ୍ରଥମଣ
CALIFORNIA. CALIFORNIA. Chico. Premiale	Berreley Business College Heald's Business College Heald's Presno College Glendale Commercial Stool	4-4		- 50 SE 101	3 2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	ఫేజ్జిపి ంత	82828	25 20 10 10 10 10	\$±6,98	200 55 45 375 200 55 45	845.8	ခု စာစာလည်း	80000



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Los Angeles (602 Chamber of Commerce Bidg.)	Les Angeles (224 8 Spring St.) (Les Angeles (521 8. Spring St.) Les Angeles (521 8. Spring St.) Les Angeles (500 8. Main St.). N. Are.	Los Angeles (Cor. 2d and Spring Sta.) Los Angeles (328 Fourth St. at Rarfant)	Los Angeles (320 West 8th St.) Napa Napa Praedena. Praedena. Pomora.	(2416 "A" M;	Ave.). San Trancisco (600 Sutter St.). San Francisco (703 Market St.). San Francisco (335 Buena Vista Ave.).	San Jose (92 S. Second St.) Santa Ana (55 N. Main St.) Santa Barbara Santa Rose	City (io Springs	Greeky Transkad Transkad



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Loation.	Institution,	Teachers.	hers.	Man	In thy courses.	In I	In night courses only.	6	Total.	daily attendanos	daily ttendanoe.	day.	<u> </u>	, 1
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COSENSCENCET.	Bridgeport Business College.		in	97	£3	82	8 8	23.2	558	\$	757	. m. 4	, , o	SURVEY
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Do New London Norwith	Stone Business College New London Business College A. Norwelle Commercial School.	,,,,	A 64 € 61	2222	333 3	zanş	2 86 19	2 ± 88	2 <u>5</u> 5	28	333	ည်ကြသ		-1919
Beaufin Norwale Beamford Waterbury Do	1111	m-m	(C) (C)	e =	568	211	30.22	27 <u>3</u>	នានឱ	 ≖%%	용수성	あらせ /	ผลัส	•
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BIENNIAL SURVEY OF EDUCATION, 1916-1918. 484 TABLE 20.—En Ilment by courses of study, tuition fees, and time required for graduation in private nondenominational commercial and business schools reporting in 1917-18—Continued. Telegraphy (wire). 10 Months required for graduation (day course). 9-12 10-15 12-15 12-15 10-12 3, Combined Stenokraphic course. 83 ∝ာ⊆ ့ compe 翁 Night course, per month. Telegraphy (wire). Entire day course. 2 3 ጸ. Day course, per month. 2 2 8 Vient course, 8 Combined course. Entire day course. 011 8 <u>888888 8 8 8 8888</u> 8 12 Tuition fee. Day course, per mouth. 8: 22229 8225255 Night course, per month. ₹ vc oc n n n + + Stenographic course. 3 Entire day 8 8388 6 3 883888 8 35 I Day course, per month. \$1 13 13 0.2222222222222222 <u>∞</u> Might course, per month. To to Se Commercial course. 꺌 Entire day 8**3**5 ∶ Ξ Day course, per month. 22 22 00222002222200222200 9 Teleg-raphy (wire). N.omeu 6 Students enrolled in day and night courses in— 8 2 7 Men. Œ 8 2 Women. [* Com-bined course. នន :3 #8## : ### 12 # 13 . Men. Women. *********************** Steno-graphic course. SES 10 288 * Men. Commer-cial course. Women. 점호弫 es 528 茶とのひこと」ない意象 ٩ı жел. Cacipal Kanas Business College
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CHAPTER V. SUMMER SCHOOLS IN 1918

CONTENTS: Biennial report—Classification of summer schools—Number of schools—Instructors—Students—Length of term—Cost of maintaining summer schools—Courses accredited for degrees—Lecturers—Observation or practice schools—A comparison of enfollment in summer schools—Statistical tables.

BIENNIAL REPORT.

After compiling educational statistics for 1916 the Bureau of Education adopted the plan of collecting statistics biennially instead of annually as in preceding years. Consequently, no special statistics on summer schools were collected for 1917. However, the number of students in such schools in 1917 is given in the Biennial Survey in the chapters on colleges, universities, and professional schools, and on normal schools, and are roughly comparable with the corresponding statistics for such institutions appearing herein.

CLASSIFICATION OF SUMMER SCHOOLS.

It was thought advisable this year to divide the summer schools into two classes; one consisting of summer schools more or less closely identified with standard colleges, universities, and professional schools, and normal schools; the other made up very largely of independent summer schools and schools conducted by private high schools and academies and by institutions of higher rank which do not offer a full collegiate or normal school course. This classification makes possible a comparison of the enrollment in summer/schools of the first group; as summarized herein, with the enrollment in 1917, as given in the preceding chapters of the Biennial Survey on colleges, universities, and professional schools, and on normal schools. Consequently, by means of this classification, annual statistics on the enrollment in summer schools of colleges, universities, and normal schools are obtainable.

TABLE 1.—Summer schools—Instructors, lecturers, students, and average cost, 1911-1918.

,	1911	1912	1913	1914	1915	1916	1918
Summer achools reporting	477	569	673 i	704	674	734	480
Instructors: Men Women	5,572 2,477	6,140 3,166	7, 516 4, 206	8, 607 4, 829	/- 9,200. 5,527	10, 646 6, 954	7, 472 1, 488
Total	8, 049	9,306	11,722	13, 436	14,727	17,600	11,960
Lecturers. Men Women	1,371	1,429 319	1,517	+ 1,773 442	1,981 551	1,899	1,331
Total	1,674	1,748	1,910	2,215	2,512	2,337	1,762

509



Table 1 -Summer schools-Instructors, lecturers, students, and average cost, 1911-1918-Continued.

				 -			
	1911	1912	1913	1914	1915	1916	1918
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Lectures, recitals, etc., given	2,939	3,122	4,201	4,104	4,905	4,747	3,564
Number of students enrolled: Men	38,140 80,167	46,657 95,560	62,625 118,663	77, 455 141, 339	86, 581 155, 230	107,955 190,264	33,445 126,977
Total	118, 307	142,217	181,288	218, 794	241,811	298, 219	160, 422
Average cost per student Institutions offering courses ac-	\$18.00	\$15.51	\$18, 40	\$17.48	\$16.99	\$14.85	1 \$24.14
credited for degrees	180	217	268	269	, 263	295	272

⁴ Average cost in colleges, universities, and normal schools only is \$24.36.

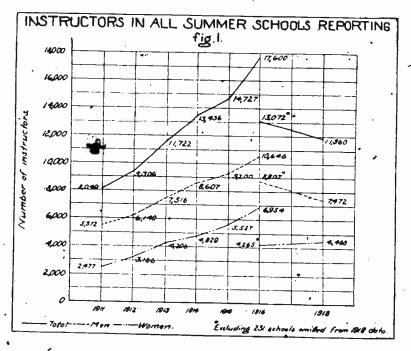
NUMBER OF SCHOOLS.

Hitherto all types of summer schools have been included in this report. As many of these were more or less temporary in nature, comparative statistics of such a heterogeneous group of schools have limited application and are of doubtful value. Consequently, no attempt was made in 1918 to secure a report from Y. M. C. A. schools, from summer camps, from summer schools organized for the expressed purpose of preparing persons for examinations for teachers' certificates, from summer schools conducted by cities, or from special summer schools for training teachers of the deaf, blind, and feebleminded. For the benefit of persons who desire to know the name, location, and date of session of such schools, this information will be included in each annual educational directory published by the Bureau of Education and will answer most inquiries satisfactorily. This change in the plan of collecting statistical data from summer schools has caused a noticeable variation from the corresponding statistics collected in preceding years. It is desirable therefore to point out by means of comparative tables and graphs the variation in certain fundamental data.

The total number of summer schools included in this report is 480. This number includes 358 schools conducted by the colleges, universities, and normal schools listed in Table 9, and 122 other summer schools listed in Table 10. The 358 schools of collegiate or normal schools rank include 104 summer schools of standard universities, 119 schools of standard colleges, and 135 schools conducted by normal schools. Comparative data on the total number of schools reported in preceding years are given in Table 1. In 1916 the number of summer schools reporting was 734. Of this number, 231 schools were not asked to submit a report this year. The actual decrease, therefore in the number of schools is only 23, which may be accounted for by the failure of certain schools to submit a report this year. In fact, it has been found extremely difficult to secure statistical reports, because of war conditions and the epidemic of Spanish influenza. It



has been assumed throughout the following discussion that the list of schools reporting this year has been as representative as in preceding years, barring the exclusions enumerated above.



INSTRUCTORS.

In the summer schools of colleges, universities, and normal schools, 10,564 instructors were reported, including 6,713 men and 3,851 women; and in the second group of summer schools 1,396 instructors were reported, including 759 men and 637 women. The total number of instructors in all summer schools reported in 1918 was 11,960, including 7,472 men and 4,488 women. Comparative statistics on the teaching staff in summer schools since 1911, the date when the Bureau of Education began systematically to collect reports on summer schools, are given in Table 1. Figure 1 shows graphically the increase or decrease in the teaching staff in summer schools since 1911. The upper curve represents the total number of instructors, and the lower curves the number of men and women composing the total.

To secure comparable data for 1916 and 1918 the number of instructors in the 231 schools not included in this year's report has been ascertained. The vertical distance between the corresponding disconnected lines in figure 1 represents this elimination. The supplementary points, indicated by "stars" on the graph, show the



teaching staß in all other schools reporting in 1916 and are directly comparable with the corresponding data for 1918, to which they are connected. The drop, therefore, in the two upper curves between 1916 and 1918 can not be attributed to the exclusion of certain schools from the report this year, but must indicate an actual decrease in the total teaching force and in the number of men instructors.

In these 231 schools included in the 1916 report, but eliminated from the 1918 report, 1,839 men and 2,689 women instructors were employed. If only the same type of schools as are included in this report had been included in the 1916 report, the statistics would have shown 8,807 men and 4,265 women instructors, instead of 10,646 and 6,954, respectively. Consequently, the report for 1918 shows a decrease of 1,335 men instructors and an increase of 223 women instructors in summer schools. This increase of 5 per cent in the number of women instructors and decrease of 15 per cent in the number of men instructors since 1916 has undoubtedly been caused by war conditions. On the whole there has been an actual decrease of 1,112, or 7.7 per cent, in the teaching staff in summer schools of the types included in this report.

STUDENTS.

The total number of students enrolled in summer schools in 1918 was 160,422, consisting of 33,445 men and 126,977 women. Of the total number reported, 90 per cent, or 144,686 students, were enrolled in summer schools of standard colleges, universities, and normal schools. Twenty per cent of the total collegiate or normal school enrollment, or 28,666 students, were men, and 80 per cent, or 116,020 students, were women. In the summer schools of other institutions 15,736 students were enrolled, of whom 4,779, or 30 per cent, were men, and 10,957, or 70 per cent, women. Comparative historical data on summer-school enrollment are shown in figure 2.

As in the case of the teaching staff, so in figure 2 supplementary points representing the enrollment in 1916 have been ascertained and are indicated by "stars" on the graph. These points are directly comparable to the corresponding points for 1918, to which they have been connected. The vertical distance between the corresponding disconnected lines in 1916 represents the elimination incident to the exclusion of certain schools from the report. The enrollment in 1916 in the 231 schools not included in the list this year was 39,608 men and 56,241 women. If these numbers are deducted from the total enrollment reported in 1916 in Table 1, remainders of 68,347 and 134,023 are obtained respectively for men and women. In other words, in corresponding types of schools reporting in 1916 and in 1918 there has been a decrease of 34,902 in the number of men students and of 7,046 in the number of women students enrolled. It



can be safely assumed that this decrease of 51 per cent in the number of men students and of 5 per cent in the enrollment of women students, or a combined decrease of 21 per cent, has been decrease for the teaching. A comparison with the percentages obtained above for the teaching staff shows that the student body has been more affected by war conditions than the instructing force, a fact which might have been anticipated.

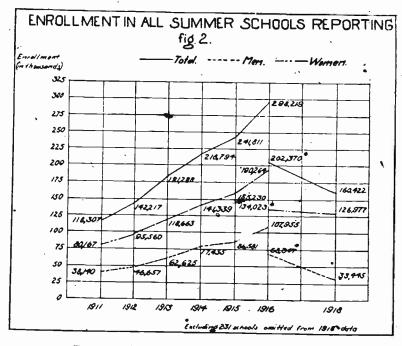


Table 2.—Derivation of index numbers used in figure 3.

Year.	Men enrolled in summer schools.	Women enrolled in summer schools.	Index number of male students.	Index number offemale students.
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011 112 113	46,657	80, 167 95, 540 114, 663	63 79 106	66 79
115. 116.	77, 455 86, 581 68, 347	141, 339 155, 230 134, 023	, 131 147 116	98 - 116 127
Average.		126,977	100	104

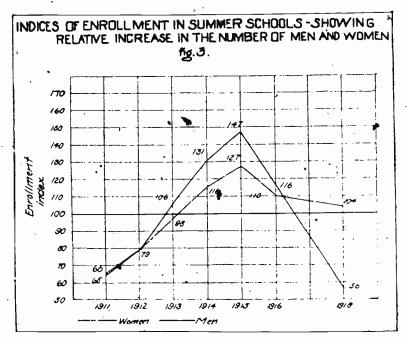
¹ Obtained by dividing each number in column 2 by the average, 2 Obtained by dividing each number in column 3 by the average,

Apparently from figure 2 there has been from 1911 to 1916 a greater proportional annual increase in the number of women students than in the number of men students. This graphic illusion is overcome





when the reader refers to figure 3, in which the enrollment has been reduced to indices.



To secure the indices used in the graph the enrollment for each year is divided by the average enrollment of men and of women, respectively. The indices for the male enfollment for the past seven years are plotted in the graph as the solid line and the corresponding indices for the female enrollment are plotted as the broken line. In general, a greater proportional rate of change is shown for the male enrollment than for female enrollment. From 1915 to 1918 the proportional rate of increase is greater for the female enrollment. It is safe to assume that fewer men in 1918 attended summer school on account of war conditions. This method of presentation does not measure the proportional rate of change but only shows that a variation exists. The graph warrants the conclusion that in general an increasingly larger number of men than women are attending summer schools. In other words, if the average summer school in 1913 enrolled 100 men and 100 women, in 1914 it might be assumed that possibly the same school would enroll 120 men and 110 women. An increasing number of institutions are offering summer courses accredited for degrees, as will be observed in figure 8, and many students enrolled during the regular terms are induced to remain for the summer term to shorten the time required for graduation. As a greater percentage of men than women are enrolled in collegiate courses, it



is a fairly correct inference, that more regular men than women students will remain in the institution for summer school work, thereby tending to produce the result shown in figure 3.

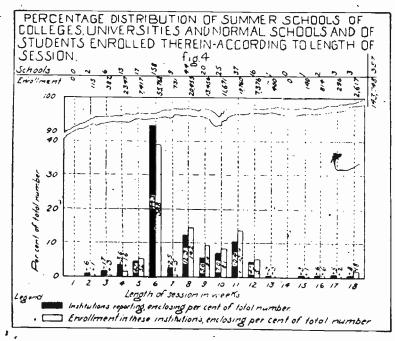
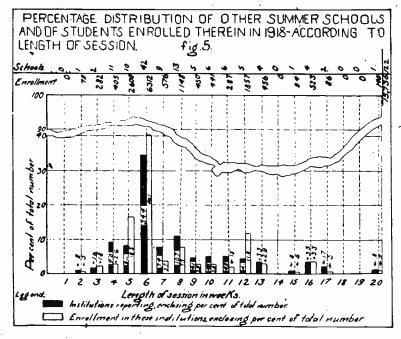


Table 3, --- Distribution of curollineat in summer schools according to length of term in

	Colleges, 1	niversities	s, and n orm	al schools		Other	schools.	-,
Weeks In course,	Schools reporting.		Students enrolled.	l reent of total.		Per cent of total.		Per cent of total.
	2 6 13 17	0. 6 1. 7 3. 6 4. 7	115 387 2,317	0.1 .3 1.6	1 1 2 11 11 11 11 11 11 11 11 11 11 11 1	0.8 1.6 9.0	79 232 405	0. 5 1. 8 2. 6
	158 9 44 20	2. 5 12. 3 5. 6	7, 417 55, 828 731 20, 453 13, 456	5, 2 38, 8 5 14, 2 9, 4	10 42 9 13	8.2 34.4 7.4 10.7 4.1	2,600 6,312 576 1,148	16. 5 40. 1 3. 7 7. 3 2. 6
0 11 12		7. 0 10. 4 4. 5	11,671 19,760 7,376 400	8.1 13.7 5.1	. 6 6 5	4.9 4.9 4.1 3.3	1.67 441 287 1,857 458	2. 8 1. 8 11. 8 2. 9
i	0 1 2 3	.3 .0	110 814 296	↑~ .1 .0 .2	0 1 4 2	3.3 1.7	94 523 86	3. 3
8	· · 0	.8	2,617	1.8	0 0 1	.8	140	
Total	357	100. 0	143,808	100.0	122	100.0	15,730	100.0





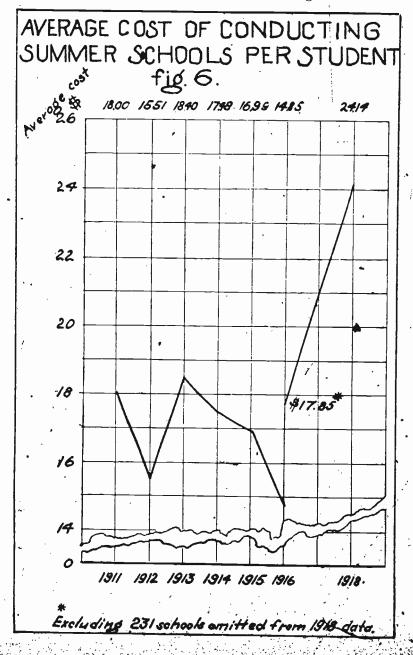
LENGTH OF TERM.

The average length of session of all summer schools reported in 1918 was 7.6 weeks. This average, however, is not especially significant, since not a single summer school had a session of exactly this period. In fact, only 18 summer schools had a session of 7 weeks. By reference to figures 4 and 5, it is noted that the most common type of summer school is the one having a session of 6 weeks. Of the total number, 158 colleges, universities, and normals, or 44.3 per cent, held a session of 6 weeks, and 42 other summer schools, or 34.4 per cent of the total number, held a session for the same length of time. In other words, 200 schools out of a total of 480, or 42 per cent, held a session of 6 weeks.

It will be observed especially in figure 4 that a fairly large group of schools hold sessions of 8, 9, 10, or 11 weeks. Altogether, 126 colleges, universities, and normal schools fall in this group. In all probability the tendency in such institutions is to maintain a longer term than 6 weeks. Future comparative studies of the summer schools of these institutions will verify or refute this assumption. Another significant fact portrayed in figure 4 is that, while 44.3 per cent of such schools maintain a 6 weeks term, they enroll only 38.8 per cent of the students; and that, while the institutions maintaining sessions of 8, 9, 10, or 11 weeks constitute 35.3 per cent of the total number, they enroll 45.4 per cent of the students. This fact



may be taken to indicate a tendency on the part of students to seek schools maintaining the longer term. This conclusion seems to apply only to summer schools or colleges, universities, and normal schools, as the converse is true of other summer schools offering work below col-



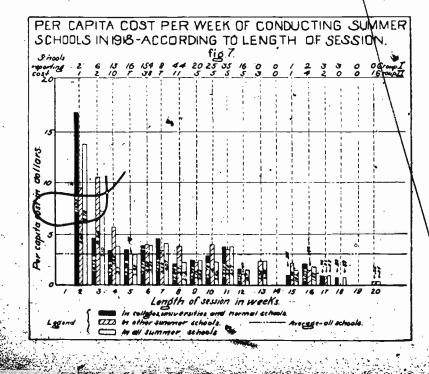


legiate grade, as is shown in figure 5, where 34.4 per cent of the 6 weeks' schools enroll 40.1 per cent of the total number of students, while 24.6 per cent of the schools runing 8, 9, 10, or 11 weeks enroll only 14.8 per cent of the students. It is evident, therefore, that there is a tendency for students to attend a longer summer term if the work offered therein is accredited on a degree of counts toward graduation. Whether these conditions are characteristic of these institutions during the regular year's work has not been ascertained and is not germane to the discussion. The conclusion that students attend summer schools to shorten the period required for graduation is warranted.

It may be pointed out that the institutions in figures 4 and 5 falling at the extremes of each graph are extraordinary. Those offering a very short course are more like institutes than summer schools, while those maintaining a very long term either hold two or more sessions or begin the special summer term very early in the spring, usually to accommodate teachers who seek admission to a summer school as soon as their school term is ended.

COST OF MAINTAINING SUMMER SCHOOLS.

Figure 6 shows the variation in average cost for a period of years. It will be noticed that the average cost per student of conducting summer schools in 1918 was \$24.14. This is a decided increase over





the average cost in 1916, which was only \$14.85. This apparent discrepancy is partly explained by the fact that so many special independent teacher-training schools, in which the cost of maintenance is extremely low, have not been included in the report this year. In 1916, 187 schools included in the 231 schools from which a report was not sought this year reported an enrollment of 74,225 students and a total aggregate cost of \$546,366. The per capita cost of maintenance, therefore, was only \$7.36. As the per capita cost for all summer schools in 1916 was \$14.85, the per capita cost of maintenance in the 187 schools eliminated was only about one-half as much' as the cost in all schools reporting at that time. If the 187 schools had been excluded from the 1916 report, the per capita cost would have been \$17.85. This average cost is directly comparable with the average cost for 1918 and has been so indicated on the graph. The increased per capita cost, therefore, for maintaining summer schools since 1916 has been 35 per cent.

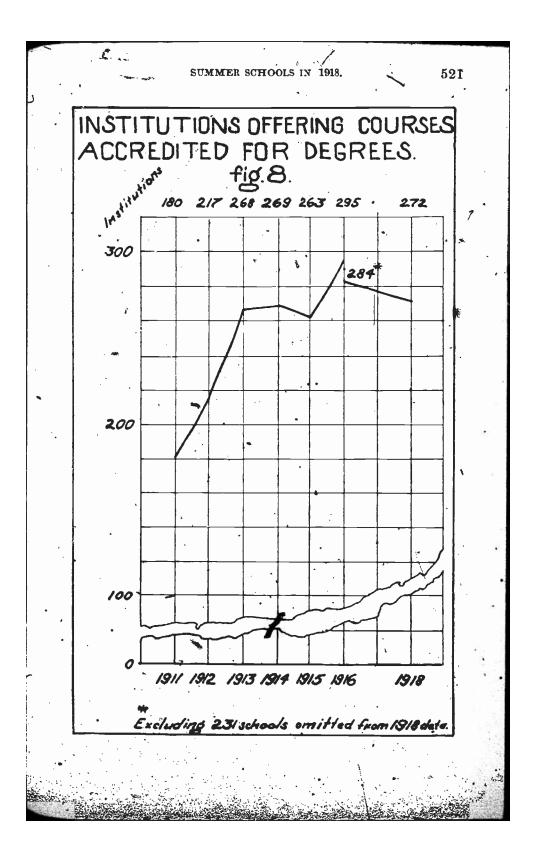
Here again, the average does not tell the whole story, inasmuch as no account has been taken of the increase or decrease of the length of term of summer sessions. Evidently the per capita cost of maintaining a group of schools for 7 weeks will be greater than for 6 weeks. For this reason it is necessary to compute the per capita cost per week.

In Table 4 the schools reporting cost of maintenance have been grouped according to the length of the session held. In the collegiate and normal school group the per capita cost per week varies from \$16.73 in schools maintained for 2 weeks to \$0.89 in schools maintained for 18 weeks. In other summer schools the per capita cost ranges from \$10.64 in schools running for 2 weeks to \$0.35 in a school maintained for 20 weeks. In general, the longer the term the less the per capita cost of maintenance. This statement is made clearer by reference to figure 7, in which a gradual decrease in cost is shown from left to right. The per capita cost per week in the largest groups of colleges, universities, and normal schools, viz, in schools running for 6, 8, 9, 10, and 11 weeks is less in schools maintained for 8, 9, and 10 weeks. The per capita costs reported for schools maintained for a very short or for a very long term are unusual and are not characteristic of the group as a whole. The extreme variation from the usual cost of summer schools is brought out clearly in figure 7, in which the per capita cost per week is given for colleges, universities, and normal schools, for other summer schools below collegiate rank, and for both classes combined. It may be added that 454 summer schools, out of a total of 480, reported the estimated cost of maintenance. In other words, 95 per cent of all summer schools reported cost. In these schools over 97 per cent of the total enrollment is represented.



TABLE 4.—Per capita cost per week of conducting summer schools in 1918.	Other schools. All summer schools reporting cost.	Students, Cost, ment cost per report. Students. Cost, ment cost per report. Students. Cost, ment cost per report. Students. Cost, ment cost per fig cost, fig cost, meeks.	200 316.73	
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BIENNIAL SURVEY OF EDUCATION, 1916-1918.

COURSES ACCREDITED FOR DEGREES.

By reference to Table 1 and figure 8 it will be observed that in general an increasing number of institutions offer at least a few courses accredited for degrees. A slight drop occurs in 1918, which may be due to war conditions. Only 11 schools which have been dropped from the list were counted in the preceding report as institutions offering courses accredited for degrees. The remaining number of 284 institutions, reporting courses accredited for degrees in 1916, is comparable with the total reported this year and has been so indicated on the graph. It must be borne in mind that several institutions which do not themselves grant degrees offer courses accredited for degrees in other institutions. This is true of a great many dourses offered in summer normal schools. In 1918, 270 institutions offered courses for first or undergraduate degrees, and 88 institutions for graduate degrees. Only 2 schools offered courses accredited for graduate degrees only. The total number of institutions, therefore, offering courses accredited for degrees was 272,

LECTURERS.

The total number of lecturers reported by summer schools in 1918 was 1,762. The number reported in preceding years, excluding 1917, when no statistics were collected, was 1,911, 1,748, 1,910, 2,215, 2,512, and 2,337 in the years 1911 to 1916, respectively. The decrease shown in this report may be due to the exclusion of certain summer schools therefrom.

In 1918 the total number of semipopular lectures, music recitals, etc., reported was 3,568.

OBSERVATION OR PRACTICE SCHOOLS.

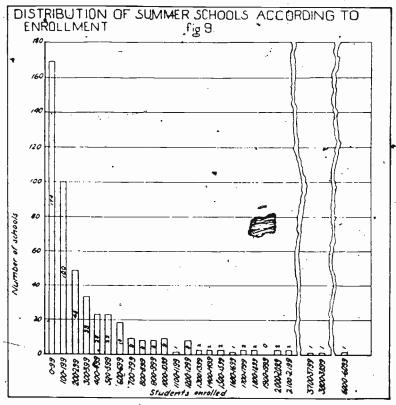
The number of schools reporting observation or practice schools in 1913 was 157; 1914, 189; 1915, 200; 1916, 233; and in 1918, 190. The enrollment in such schools for these respective years was 10,599, 14,013, 17,655, 21,295, and 18,345. As practice schools are maintained to supplement the teacher training work, the omission of the special independent, teacher training schools from this report may account for the noticeable decrease in enrollment and in the number of such schools. No data were collected on such schools prior to 1913.

A COMPARISON OF ENROLLMENT IN SUMMER SCHOOLS.

If the 160,422 students enrolled in the summer schools of 1918 had been equally distributed among the 480 schools included in this report, the enrollment in each would have been 334. It may be said, therefore, that the average size of summer schools maintained in 1918 was 334. The average does not convey to the reader an accurate picture of the enrollment in these schools inasmuch as only 33 schools had



an enrollment between 300 and 399 and only 1 school had exactly this average enrollment.



A clearer conception of the size of summer schools is gained by reference to figure 9, in which the schools have been grouped according to the enrollment in each. It will be observed that the most common type of summer school is the one enrolling fewer than 100 students. Over 36 per cent of all summer schools, or 174 schools, fall in this group. In the first three groups 322 schools, or 67 per cent of the total number, are included. . In other words, about twothirds of all summer schools have an enrollment considerably less than the average. To be exact, 333 schools had an enrollment less than the average, while only 146 schools had an enrollment greater than the average. The average, therefore, is very misleading in this instance and does not give so good a picture of the real situation as does the distribution table in figure 9. The three very large schools shownat the extreme right of the diagram lend undue weight to the average and serve to draw it out of a position which would indicate a more central tendency if these larger schools had not been included.



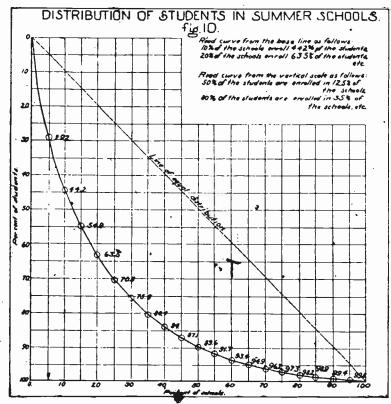


Table 5.—Showing method of obtaining enrollment percentages in summer schools used in figure 10.

Groups.	Per cent of schools in each group.	Accumu- lated per- centages of schools.2	Enrollment in schools of each group.	l'er cent of totul enrollment in each group.	Accumu- lated per- centages of en- rollment.
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<u>B</u>	5	30	8,982	5.6	75.9
<u> 7</u>		35	7,279	4, 5	. 80.4
· 8 · · · · · · · · · · · · · · · · · ·	5	40	5,825	3.6	84.0
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18	5	90	796	. 5	99.4
19	5	95	557		99, 8
20	5	190	230	2	100.0
Total			100, 422	100.0	

Group I includes the 24 schools having the largest enrollment; group 2, the 24 schools having the next largest enrollment, etc.
Includes per cent: of schools in and preceding this group.
Includes per cent of enrollment in and preceding this group.





Figure 10 enables the reader to grasp the idea that a very few summer schools enroll a very large percentage of the total number of pupils attending such schools. Reading from the vertical scale it will be observed that half of the total summer school enrollment is found in about 12.5 per cent of the schools. Reading from base line it is found that half of the schools enroll almost 90 per cent of the total student body. This condition prevails because such a large number of summer schools as shown in figure 9 have a very small enrollment. Reading the curve conversely from the viewpoint of the smaller schools represented, it is noted that 50 per cent of the schools enroll only a little over 10 per cent of the students. In this group the 240 smaller schools are included. For the purpose of showing the dispersion in the distribution of enrollment, a "line of a equal distribution" has been drawn diagonally across the figure connecting the extremes of the ordinate and the abscissa.' If the enrollment were equally distributed in symmer schools the points locating the curve would fall on the "line of equal distribution" in such a way that 30 per cent of the schools would enroll 30 per cent of the students: 50 per cent of the schools, 50 per cent of the students. etc. The "bowing" of the curve away from this "line" indicates that great inequality in enrollment exists. The farther the curve recedes from the "line of equal distribution" the greater is the dispersion. The curve does not give a numerical measurement of the dispersion but indicates that it exists. It also enables one to read readily the percentage of enrollment in any given percentage of schools. The curve forms a very valuable supplement to the distribution bars represented in figure 9.



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CHAPTER VI

NURSE TRAINING SCHOOLS, 1917-18.

CONTENTS.—Reasons for separate treatment—Methods of tabulation formerly used—Classification of schools—Fupils and graduates—Requirements for admission—Hours of duty required—Remuneration of pupils—Tultion—Years in nurse training course—Nurse training schools affiliated with colleges and universities.

REASONS FOR SEPARATE TREATMENT.

Hitherto the statistics of nurse training schools have been included with those of theology, law, medicine, dentistry, pharmacy, and veteritary science in the chapter of the Annual Report of the Commission of Education devoted to professional education. This year (1918) the tatistics of the other professional schools are included in the chapter on colleges, universities, and professional schools, and the statistics of nurse training schools are printed separately. It is highly desirable this year to publish detailed statistics of each nurse training school reporting to the Bureau of Education, especially since no printed lists or statistics of these schools have appeared during the past seven years. In 1912 this bureau published a bulletin entitled, "Educational Status of Nursing," prepared by M. Adelaide Nutting, of Columbia University, in which detailed statistics were given for the school year 1910–11, and in which the leading tendencies in the education of professional nurses were pointed out.

Since that date the Bureau of Education has published only summary tables for these schools. Within the past few years the subject of nurse training has received so much attention that it is thought desirable this year to publish a special chapter on these schools, giving detailed information regarding each school and summary tables by States, and pointing out a number of the most pronounced conditions and tendencies as revealed by the data contained herein.

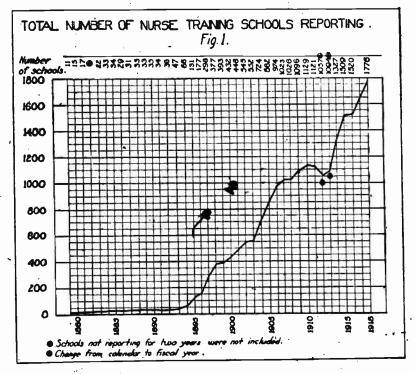
It will be noticed that all schools known to be in existence have been included, whether they were able to submit a report or not. The list, therefore, forms a complete directory of these schools. No reports for the year 1916 have been incorporated in the statistics contained herein. The revision of the blank statistical form used in collecting data from these schools precluded this possibility. If a school failed to report in 1918, only the name and location of it are given in this chapter. If estimates had been made for the 67 schools not reporting this year, the statistics would have shown a much greater increase than is shown in the following pages.

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METHODS OF TABULATION FORMERLY USED.

Hitherto, except in 1917, an attempt was made annually to secure a complete report from all schools, so that the statistics would represent the whole nurse training situation throughout the country. Often it became necessary to use the reports for the preceding year, to make the statistics complete. For instance, if a school did not report in 1916 the report of that school for the preceding year was incorporated in the statistics then compiled. An office ruling in force in 1912 and in 1913, to the effect that any school in arrears for two years with its report should be dropped from the list of schools



maintained in the Bureau of Education, cut down the aggregate statistics for those years as will appear below. If a school did not report for two consecutive years it was deemed a "dead school." The result of this procedure is shown in figure 1.

CLASSIFICATION OF SCHOOLS.

As in preceding reports, all schools have been divided into two classes: First, schools maintained in hospitals which are more or less of general character and function, and second, schools maintained in hospitals for the treatment of insane patients. It should be remarked, however, that many schools classified in the first group offer highly specialized training courses, but for the sake of convenience in

the state



referring to them they all have been designated as nurse training schools in "general hospitals." These two types of schools have been treated separately throughout except in figures 1 to 5, which are historical in nature and in which the totals for both types of schools have been combined. The reasons for continuing this classification are self-evident, as will appear in the comparative figures which follow.

Postgraduate and special training schools have not been grouped in a separate table, but have been inserted in their proper places in the table giving the detailed statistics on general hospitals. They, however, can be readily ascertained by glancing down the column on "educational requirements for admission" where they have been definitely indicated. Possibly several other schools offering short courses are also graduate or special training schools, but the reports did not so indicate. In all, there are only nine graduate schools and five special training schools with short courses of instruction. In addition, four other schools offer a special course to pupils registered in other hospitals.

TABLE 1.—Comparative statistics of nurse training schools, 1879-1918.

Years.	Schools,	Nurse pupils,1	Gradu- uates.	Capacity of hospitals (beds).	Average daily num- ber of patients.
1 *	2.	3	4	5	6
1879. 1880. 1881. 1882. 83. 1883-84.	11 15 17 22 33	298 323 - 414 475 579	141 157 133 124 221		
1884-85 1885-86 1886-87 1887-88 1888-89	34 29 31 33 83	793 837 989 1,093 -1,248	218 349 335 421 431		
1890-90 1890-91 1891-92 1892-93	35 34 36 47 66	1,552 1,613 1,862 2,338 2,710	471 527 532 786	••••••	
1894-95 1893-96 1896-97 1897-98	131 177 298 877 393	3,985 5,094 7,263 8,805 10,018	1,498 1,773 2,498 8,027 3,132		
1899-1900. 1900-1901. 1901-2. 1902-3.	432 448 545 552 724	11, 164 11, 599 13, 252 13, 779 17, 713	3, 456 3, 710 4, 015 4, 206 5, 333	84, 227 95, 180 108, 435 112, 467 130, 930	
1901-5 1905-6 1906-7 1907-8 9908-9	962 974 1,023 1,026 1,096	19,824 21,052 21,119 26,457 29,320	5, 795 6, 400 6, 759 6, 759 7, 017	145, 506 166, 063 176, 026 185, 932 199, 012	
1909-10. 1910-11. , 1911-12. 1911-13. , 1913-14. , 1913-14.	1, 129 1, 121 1, 087 1, 094 1, 327	32,636 29,805 82,389 34,417 39,597	8, 140 7, 720 8, 062 9, 937 10, 234	214,597 194,236 199,172 202,887 233,748	158, 604 158, 389 173, 640
1914-15. 1915-16. 1918-17 3	1, 809 1, 590	48, 141 47, 611	11, 118 11, 520	256, 325 265, 332	185, 408 198, 174
1917-18*	1,776	55, 251	13,751	303, 193	225, 809

I In so far as reported to this office.

Statistics were not collected for the school year 1916-17.

For general statistics for the school year 1917-18, see Tables 21 and 22



NUMBER OF SCHOOLS.

The total number of schools represented in this chapter is 1,776. Of this number, 1,692 are schools maintained in general hospitals, and 84 are schools maintained in hospitals used exclusively for the treatment of insane patients. Of the 1,692 schools in general hospitals, 65 did not, or could not, report, and only 2 schools in hospitals for the insane failed to make statistical reports. Altogether, 1,709 schools made a report, nearly all of them giving in full the data requested on the statistical blank.

By reference to figure 1 it will be observed that the number of nurse training schools has multiplied rapidly since 1903. The increases in 1914, 1915, and 1918 are pronounced. The evident decreases in 1912 and 1913 are not due to an actual decrease in the number of schools, but to the fact that if a school had failed to report its statistics for two consecutive years it was dropped from the list of schools maintained in the Bureau of Education, and consequently was considered a "dead school." From 1879, when this bureau first collected the statistics of nurse training schools, to 1893 the number of schools reporting did not exceed 100. Since the latter date the number of schools has increased from 66 to 1,776. The curve, however, represents the total number of such schools throughout the country which were known on the respective dates to be in existence, and not at any time the total number reporting for the current year. The curve shows graphically the rapid multiplication of schools of this type throughout the United States, which has been almost phenomenal within the last five years. Assuming that there were 1,250 schools instead of the low number of 1,094 in 1913, as accounted for above, there has been an increase of 526 schools, or 42 per cent, in five years. Approximately 100 new schools are being organized annually.

SIZE OF SCHOOLS.

In figure 2 the nurse training schools have beer classified according to the number of nurse pupils enrolled in each school. It is found that 804 schools have from 1 to 20 pupils each, and about one-half as many, 470 schools, have an enrollment between 21 and 40 pupils, inclusive. In other words, 76 per cent of the 1,680 schools reporting enrollment do not have more than 40 pupils. The school most frequently found does not enroll more than 20 pupils, as will be noted by the longest bar in the diagram. One very large school enrolls more than 300 pupils.



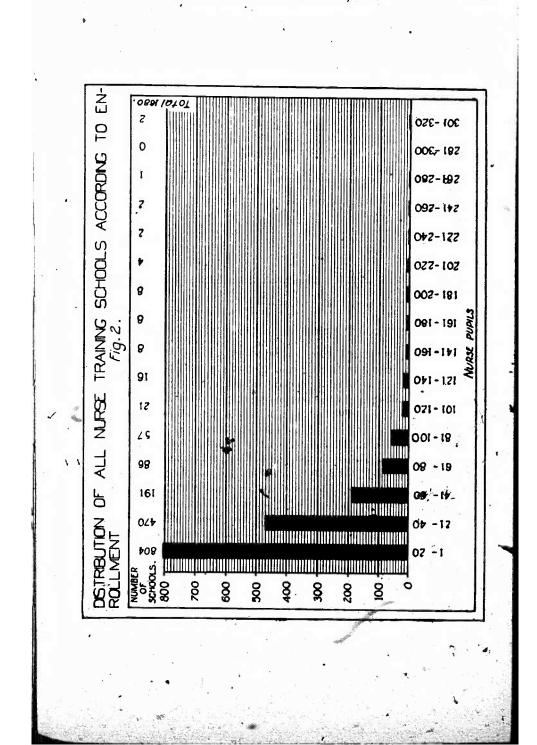




TABLE 2 .-- Method used in computing data used in figure S.

Groups.	Schools in each group.	Per cent of schools in this group and in all preceding groups.	Nurse pupils in these schools.	Per cent of pupils in each group.	Per cent of pupils in this group and in all preceding groups.
. 1	2	. 3	4	5	6
1	24 24 24 24 24 24 24 24 24 24 24 24 24 2	5 10 15 20 25 25 30 35 40 45 50 65 70 75 80 90 95 5 100	12,465 6,832 5,215 4,322 3,599 3,183 2,771 2,459 1,1940 1,718 1,386 1,243 1,102 975 810 655 514	1.5	
Total	. 1,680		55,251	100.0	

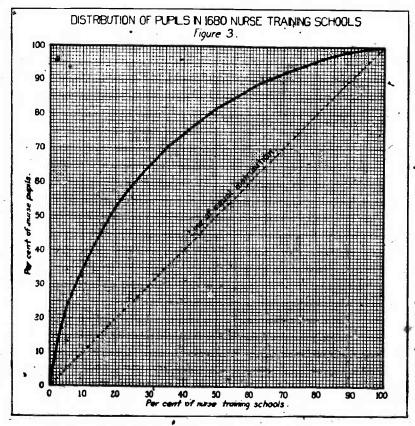
DISTRIBUTION OF PUPILS IN NURSE TRAINING SCHOOLS.

From the preceding figure it is impossible to tell just how many pupils are enrolled in each class of schools represented. Consequently figure 3 has been arranged to show just what percentage of pupils are enrolled in any desired percentage of schools, or vice versa. Reading from the vertical line, it is found that 50 per cent of the pupils are enrolled in about 18 per cent of the schools and 80 per cent of the pupils in about 48 per cent of the schools. Reading from the base line, it is found that 10 per cent of the schools enroll about 35 per cent of the pupils and 70 per cent of the schools enroll about 92 per cent of the pupils. If the pupils were equally distributed among all of the schools, the curve would follow the "line of equal distribution" in such a way that 50 per cent of the schools would enroll 50 per cent of the pupils, etc, The "bowing" of the curve away from the line of equal distribution shows the degree of inequality in the distribution of pupils among the schools. The greater the tendency of a few schools to enroll a large number of pupils the farther the curve "bows" away from the straight line and recedes toward the lower left corner of the figure. As the curve does not bend far from the line of equal distribution, it is shown that pupils in nurse training schools are rather equally distributed.

The method used in locating this curve is shown in Table 2. The enrollments in the 1,680 schools reporting such data are arranged



in order of size from the largest to the smallest and are placed in 20 groups, so that each group contains 84 schools, or 5 per cent of the total number. It is found that group 1 contains 22.6 per cent of the total enrollment in these 1,680 schools and that groups 1 and 2 combined contain 34.9 per cent of the total. These percentages are then plotted on the vertical 5 per cent and 10 per cent lines, respectively, at the points indicated on the curve. The other points are obtained and located in the same manner.



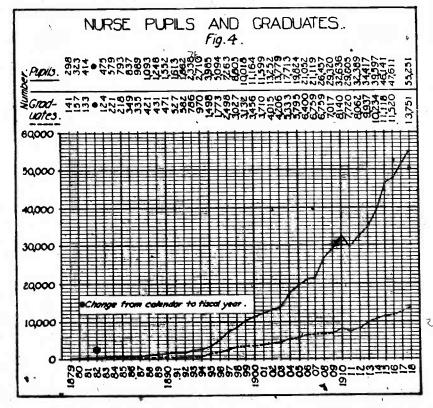
NURSE PUPILS AND GRADUATES.

In figure 4 the number of nurse pupils and graduates is shown for each year since 1879, except for the years 1882 and 1917 when no statistics were collected. The curve representing the number of pupils shows the same general fluctuations as were shown in figure 1, in which the total number of nurse training schools in the United States was represented. A decrease is shown for the years 1911 and 1912, but very rapid increases appear since 1912. In 1911 and



1912 each school known to be in existence was asked to make a report, but if it failed to report, statistics more than two years in arrears were not included.

The data for 1911 are particularly significant for two reasons: First, the only comprehensive study of nurse training school statistics containing data comparable to the data included herein was made by Miss Nutting in 1911. Second, these reports are all the more comparable since in 1911 the statistics are practically all for the year 1910-11, the reports two years in arrears having been rejected



as explained, and since in this report no "arrearage" data whatever have been used.

The dotted curve represents the number of graduates from nurse training schools. The relative percentage of graduates to nurse pupils enrolled has not been so great in the more recent years. In the period 1894 to 1898, inclusive, 35 per cent of all pupils enrolled graduated; in the years 1899 to 1903, inclusive, 31 per cent of all pupils graduated; in the years 1904 to 1908, inclusive, 29.2 per cent of the pupils graduated; in the years 1909 to 1913, inclusive,



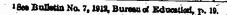
25.8 per cent of the pupils graduated. In the last five years the total number of graduates has been only 24.7 per cent of the total number of pupils enrolled. Within recent years about one-fourth of the pupils enrolled graduate annually, whereas from 25 to 30 years ago over one-third of the pupils enrolled graduated. It is seen, therefore, that the increase in the number of graduates has not been proportional to the increase in the number of pupils enrolled. The explanation of this tendency is probably due to the fact that many schools have lengthened the number of years in training from two to three years, thereby obliging pupils to remain longer in the hospital school to complete the required course. A smaller percentage of pupils will remain to complete a three-year than a two-year course.

The small number of nurse training schools, nurse pupils, and graduates reported prior to the year 1893 would indicate that few professional nurses were being trained in nurse training schools. The movement for the training of professional nurses seems to have received its most marked and permanent impetus about the year 1893.

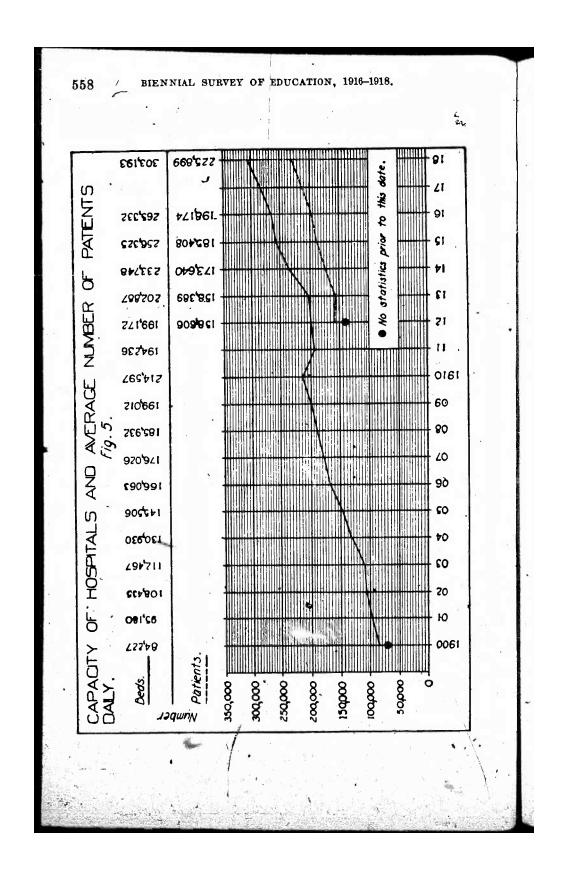
CAPACITY OF HOSPITALS AND AVERAGE PATIENTS DAILY.

It is important that a nurse training school have a sufficient capacity and an average number of patients daily to make the training course have most value. It is a rather generally accepted principle that a thoroughly efficient nurse training school should have, at least, a capacity of 50 beds with a daily average of 25 patients. In fact, with certain accrediting bodies a school is not recognized as a standard school unless it meets some such requirement. Already a movement has begun looking to the consolidation of small nurse training schools. Therefore it is desirable to give to the statistics bearing on this phase of nurse training some consideration.

As will be observed from figure 5, the total number of beds, or the capacity of the hospitals in which nurse training schools are maintained, has increased rapidly since 1900, the year in which the Bureau of Education began to collect this class of statistics. Since that date the total number of beds reported has increased from 84,227 to 303,193. Out of the 1,709 nurse training schools reporting only 14 did not give the number of beds. If each one of these schools had the same average number of beds as did the schools reporting this item, viz, 180, the total capacity of all hospitals maintaining nurse training schools would be 305,713. Each year preceding 1918 also needs a corresponding corrective increment. This number still is low, since 5 of these 14 schools are in hospitals for the treatment of the insane, in which the average capacity is much greater than in









the general hospitals, and since 67 schools failed to submit a report. It is possible that this very great increase in the capacity of hospitals in which nurse training schools are maintained may be misunderstood, since, with the increase in the number of schools, new hospitals are not necessarily organized; but hospitals which previously maintained no nurse training school, and therefore were not asked to make a report, are now included in the list of such hospitals, thereby apparently greatly increasing the capacity of hospitals in general throughout the country, but in reality not doing so in any marked degree. These total statistics imply the correct intent when they are used in the sense that nurse pupils are now trained in hospitals having the capacity indicated for each year. Therefore, the totals as given are germane to the subject of training professional nurses.

It is of interest to note that, since 1900, the total number of nurse pupils has increased 395 per cent, while the capacity of the hospitals in which they are being trained, as shown in figure 5, has increased only 260 per cent. These facts, however, do not necessarily indicate that the opportunity afforded for a variety of training has been lessened for each individual pupil, since with the advent of larger schools, due to consolidation as well as to actual growth, a decrease in the per capita capacity does not lessen the variety of observation or practice.

By comparing the curve representing the average number of patients with that for the capacity in beds for the same year, it is found that the highest percentage of the capacity was utilized in 1912, the per cent being 79.5, and the lowest percentage was utilized in 1915, when only 72.3 per cent was shown. In 1918 the daily average number of patients was almost 75 per cent of the capacity of the hospitals. This percentage needs modification, in view of the fact that annually a number of schools do not report the average number of patients, but do, generally, give the capacity of the hospital with which they are affiliated, it being much more convenient to report accurately the latter fact than to make an estimate of the former. In 1918, 70 schools in general hospitals and 10 schools in hospitals used exclusively for the treatment of insane patients did not give the average number of patients, but each one did give the capacity in beds, aggregating 28,216. Of this number, 7,018 were in general hospitals and 21,198 were in hospitals for the insane. Only 3 schools reporting the average number of patients, totaling 1,429, failed to give the number of beds. Only 11 schools, 6 in general hospitals and 5 in hospitals for the insane, gave neither capacity nor average number of patients. Altogether, 1,615 schools reported both the capacity and the average number of patients; the capacity aggregating 274,977 beds and the average number of patients aggregating 224,470. From these corresponding totals it is found



that 81.6 per cent of the capacity of hospitals maintaining nurse training schools was utilized in 1918. Owing to world war conditions, this percentage may be higher than in preceding years, but it is doubtful if it exceeds the average of preceding years. If the percentages for these years could be accurately determined and plotted on the graph, the curve representing the average number of patients would fall nearer to the "capacity" curve than it does now.

Table 3.4 Instribution of nurse training schools in general hospitals according to capacity (beds) and the average number of patients treated daily.

	Grouped according to capacity (beds) and the average	Distribut capo		average	ion as to number ents daily.
	patients daily.	Number of schools.	Percent of total.	Number of schools.	Per cent of total.
	1	2	8	4	5
	or (ewer: 1-25 20-50 51-75 76-100 101-125 120-150 151-175 176-200 201-225 202-225 201-275 271-273 271-273 271-373 320-320 320-325 320-320 320-325 320-320 331-375 370-400 401-425	162 470 313 187 115 112 50 52 19 26 14 26 7 7	10. 1 29. 0 19. 3 11. 6 7. 1 6. 9 3. 1 3. 1 1. 2 1. 6 . 9 1. 6 4 . 4 . 4	8 9 2 4 2	27. 5 29. 3 13. 8 10. 2 5. 7 3. 6 1. 6 1. 8 1. 3 1. 1 3. 6 6 . 5
	401-425 426-450 451-476 476-500 Total		98.2	1 3	98.6
) tv	75 500. 501-000 501-000 501-700 701-000 901-1,000 1,001-1,100 1,101-1,200 1,201-1,300 1,301-1,400 1,401-1,500 1,501-1,600 1,501-1,600 1,501-1,600 1,501-1,900 1,501-1,900 1,501-1,900 1,501-1,900 1,501-1,900 2,001-2,100 2,001-2,100 2,001-2,100 2,001-2,100	2 2 1 1 1 3 3		2 1	
	2,01-2,200 2,01-2,300 2,301-2,400 2,401-2,500 Total rand total			8 14	1, 100.



Table 4.—Distribution of nurse training schools in hospitals for the insane according to the capacity (beds) and the average number of patients daily.

Grouped according to capacity (beds) and the average patients	Distribu capa	tion as to	average	ion as to number ents daily.
daily.	Number of schools.	Per cent of total.	Number of schools.	Per cent
1	2	8	4 .	.5
\$,000 or fever: 1-100. 101-200. 201-300. 301-400. 401-500.	1 5 2	1. 4 6. 6 2. 6	4 4 2	5. 9 5. 9 3. 0
501-900. 001-7(0). 701-800 801-900. 90f-1,(000 1,(01-1,)00-1,(000 1,(01-1,)00-1,(000 1,301-1,400 1,401-1,500 1,501-1,600 1,601-1,(000 1,601-1,(000 1,801-1,900 1,801-1,900 1,901-2,000	12 11 63 33 88 77 44 44	1. 4 2. 6 1. 3 7. 9 3. 9 3. 9 10. 5 9. 2 9. 2 5. 3 5. 3 5. 3	1 1 2 3 1 4 4 7 7 5 3 4 4 4	1. 5 1. 5 3. 0 4. 5 1. 5 6. 0 10. 4 7. 4 4. 5 6. 0 6. 0 8. 0
Total	6 7	75. 1	53	79. 1
2, (01 - 2, 500 2, 501 - 3, (000 3, (001 - 3, 500 3, (501 - 1, (00)	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	11. 8 5. 3 3. 9	6 3 3	% 9 4. 5 4. 5
4,001-4,500 . 4,501-5,000 . 5,001-5,500 . 5,501-6,000 .	1	1.3 1.3	1 1	1. 5 1. 5
Total	• 19 • 76	21. 9 100. 0	14 67	20.9

DISTRIBUTION OF NURSE TRAINING SCHOOLS ACCORDING TO CAPACITY IN BEDS.,

By reference to Table 3 it will be noted that practically all schools in general hospitals have a capacity less than 500 beds, 1,592 schools, or over 98 per cent of the total number, falling in this large group. If all schools are classified as shown in Table 3, it is found that the most common group, that of schools having from 26 to 50 beds each, contains 470 schools, or 29 per cent of the total number. Altogether, 632 schools, or 39 per cent of the total number of such schools, have capacity of 50 beds or fewer—the minimum standard often set for an efficient-nurse training school.

In hospitals for the insane, as will be observed in Table 4, three-fourths of the schools have a capacity of 2,000 beds or fewer. The most common group, that of schools having from 1,301 to 1,400 beds, has 8 schools, no central tendency for these schools, however, being evident. Only one school has fewer than 100 beds, and only eight as few as 300.

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DISTRIBUTION OF SCHOOLS ACCORDING TO THE AVERAGE NUMBER OF DAILY PATIENTS.

Table 5.—Distribution of nurse training schools in general hospitals according to the average number of patients per nurse pupil, 1917-18.

		Schoo	ols ha	ving	en e	erag	e nu	mbe	roff	ati e	nts p	er p	upil	of—		Ving lents ont.	
States.	Less than 1.	1-1.9.	3-2.9.	3-3.9.	Į.	5-5.9.	6-6.9.	7-7.9.	8-8.9.	9-8-8	10-10.9.	11-11.9.	12-12.0.	13-13.9.	14 and over.	Achools not giving average patients or enrollment.	Total schools.
1 1	2	8	4	5	6	7	8	9	10	11	12	18	14	15	16	17	18
United States	99	\$ 15	443	186	59	42	23	13	9	6	8	2	4	3	13	102	1.627
Alabama	3 12 2	5 31 8	9 1 4 12 5	1 6 3	1 2	2 2	3	i		1 1					1	3 4 1	21 1 18 74 20
Connecticut. Delaware. Dist. Columbia. Florida. Georgia.	1 2	8 4 4 12	9 2 3 2 7	₹ 2 4	 	i ::::	2 1	1			•				1	· 2	25 3 10 7 33
Idaho	1 7 3 2	1 42 19 34 20	2 22 7 6 6	3 .13 4 1	3	4 1	1 1	1	1		2		ï			1 7 4 3 2	9 102 39 48 39
Kentucky Louisiana Maire Maryland Massachusetts	2 1 2	7 3 8 8 46	7 2 7 5 18	2 2 7 6	1 2 2	 1 1 1	1 1 1	· · · · · · · · · · · · · · · · · · ·				1		1	2 1	2 2 1 2 8	21 12 21 26 91
Michigan Minnesota Mississippi Missouri Montana	2 2 3	16 28 7 20 5	16 10 5 10	5 8 1 7	1 2 2	1 2 3			:::: :::::::::::::::::::::::::::::::::		1				1	2 1 1	45 52 18 47 15
Nebraska New Hampshire New Jersey New Mexico	1 2 2	11 11 9	7 5 13	10	2 5	1	1	i		2	i				1	1	29 1 23 45
New York. North Carolina. North Dakoto. Ohio. Oklahoma	5 2 10	49 16 2 24 11	12 12 1 26 2	18 5	3 2	1 2	6	1	· 1	1	1		2	1	3	9 2 2 7 3	147 37 16 78
Oragon Peninsylvania Rhode Island South Carolina Bouth Dakota	1	8 42 8 4 5	82 2 6	19 2 1	1 8 1 2	6	1	2	1	1	1	1		1	1	1 3 1	17 177 11 16 14
Tennessee	2 4	7 11 **8 8 15	3 7 2 3 10	3 5 2	1 1				1						1	3	18 28 7 12 35
Washington West Virgini Wisconsin Wyomins	1 3	5 13 15 2	9 14 7 1	3 4	2 1	2 1	1 1		•		2		ì	1. 1.		. 1	25 34 36 4

The capacity of hospitals is not so important as is the average daily number of patients, when the facilities for the training of professional nurses are considered. For this reason it is thought advisable to



include in distribution Tables 3 and 4 the number of schools reporting the average number of patients.

By reference to Table 3 it will be noted that 426 general hospitals, or 27.5 per cent of the total number of hospitals reporting this item, do not report more than 25 daily patients. In 1911, 25 per cent of these schools reported 25, or fewer, daily patients, according to Bureau of Education Bulletin No. 7, 1912, prepared by Miss Nutting. It will be further noted that 455 schools, or 29.3 per cent of the total number, report from 26 to 50 patients daily, and 214 schools, or 13.8 per cent, report from 51 to 75 patients daily. By combining these percentages it is found that 70.6 per cent of the total number of schools reporting do not have a greater number than 75 daily patients. In 1911 the corresponding percentage was 60. Altogether, 1,537 schools have 500, or fewer, patients deily, only 14 schools exceeding this average.

It is found from Table 4 that only 4 hospitals for the insane maintaining nurse training schools have 100 or fewer daily patients. Altogether, 14 schools have 2,000 or more daily patients.

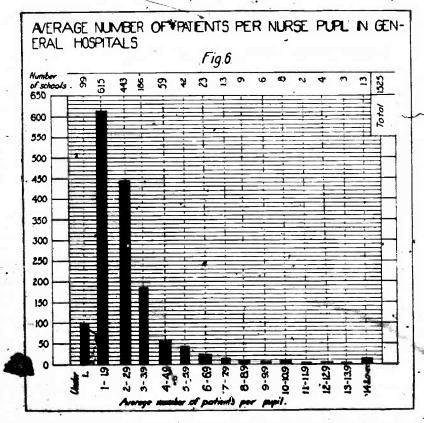
TABLE 6.—Distribution of nurse training schools in hospitals for the insane, according to the average number of patients per nurse pupil, 1917-18.

	_							bero	pau	•	her I	- Land		ot giving patients ment.	ols.
States.	Less than 10.	10-19.9.	20-20.9.	30-39.9.	40-49.9.	50-59.9.	60-69-09	70-79.9.	80-80.9.	90-99.9.	100-109.9.	110-119.9.	120 and over.	Schools not a verage pr or enrollme	Total schools
1	2	8	4	5	6	7	8	9	10	11	12	18	14	16	16
United States	8		8	7	3	8	3	6	1	2	4	2	6	17	82
abama nnecticut st. Columbia			ŀ	í			.1								1 2
ordis	``i`	i	•				 						2	2	1 5
PR.J								1					1	i	5
ntuckyineryland		i	1			··;·							1		2 2
smchranetts	2	١,	1	-1	 	1	1	1				,		. 1	11
chigan nnesota missippi mouri	ı	L.		2	•	•••	• • • •					. . 			3
braska. w Hampshire	1														1
w Jerse y	• • • •		<u>;</u> -	.	R	i	1	1 2	i			 i	3		3
rth Carolinaioio	1 : 1					1		1	6) 1 	2	••••		1	5
lahoma nnsylvanta ode Island ath Carolina	-1	1		2		1								8	8 2
mont			1						1 1	- 1		••••			i
soonstra .		1	<u> </u>				• • • •				ļi	••••		· · ·	î



AVERAGE NUMBER OF PATIENTS PER NURSE PUPIL.

A better index as to the variety of training offered in nurse training schools is the average number of patients per nurse pupil. It is, however, assumed in the consideration of this phase of the question that the care of patients, in the main, is left wholly to the nurse pupils. By reference to figure 6, which relates solely to general hospitals, it will be observed that the largest group of schools, 615, have from 1 to 1.9 patients daily for each nurse pupil in training.



The actual number of patients cared for by a nurse pupil at any time is two or three times this number, since, as is shown below, ordinarily a nurse pupil is required to be on duty about 10 hours each day. It will be further noted that 443 schools have from 2 to 2.9 patients to each nurse pupil. Referring to the extreme instances, it is found that 13 schools have 14 or a greater number of patients to each nurse pupil and that 99 schools do not have one patient daily to each nurse pupil in training.

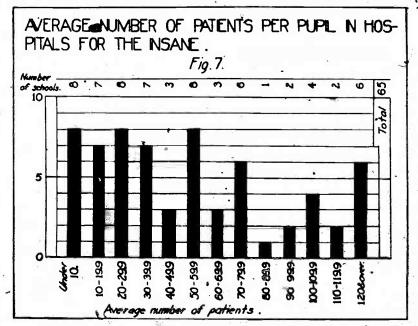
In figure 7, representing hospitals for the insane, no central tendency is shown, no bar being noticeably longer than the other ones.



The most outstanding feature is that practically all schools have a greater average of number of patients to each nurse pupil than do the schools in general hospitals. In other words, 88 per cent of the hospitals for the treatment of the insane have 10 or a greater number of daily patients to each nurse pupil, whereas 98 per cent of the schools affiliated with general hospitals have fewer than 10 daily patients to each nurse pupil.

MINIMUM AGE REQUIREMENT FOR ADMISSION.

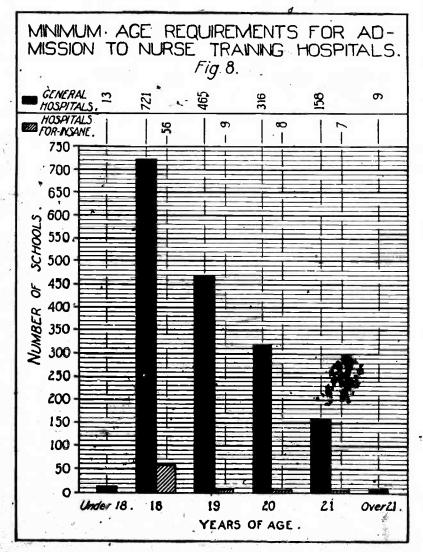
Since the publication of the "Educational Status of Nursing," containing statistics for the year 1911, a considerable change is manifest in the minimum age requirements for admission to nurse



training schools. In 1911, out of a total of 692 schools in general hospitals reporting, 255, or 36.8 per cent, required 21 years of age for admission, while in 1918, out of a total of 1,682 schools reporting, only 158, or 9.4 per cent, required this age for admission. As will be observed in figure 8, the largest group for 1918 requires 18 years of age for admission. In other words, 721 schools, or 42.9 per cent of all of the schools reporting this information in 1918, gave 18 years as the minimum age requirement. It should be added that only 91 schools, or 13.2 per cent of the total number of schools, had this requirement in 1911. Further, in 1911, it was found that 241 schools, or 34.8 per cent, required 20 years as the minimum age for admission. In 1918, 465 schools, or 36 per cent required 19 years o age for admission.



Combining these percentages for the two largest groups in these respective years, it is found that 71.6 per cent of all of the nurse training schools maintained in general hospitals required 20 or 21 years as the age for admission in 1911, whereas, 70.5 per cent required either 18 or 19 years in 1918. It is evident, therefore, that the usual



age requirement for admission has been lowered two years within the last seven years. As yet, there appears no decided tendency to admit nurse pupils under 18 years of age, since only 13 schools are enumerated in this group. This tendency to lower the age requirement for admission in the various hospital schools of nursing undoubtedly, in a large



measure, has been due to the inability of schools to enroll the necessary number of nurse pupils to staff the hospitals.

In hospitals for the insane the most common age requirement for admission is also 18 years.

The number of schools having the various age requirements for admission has been shown by States in Tables 7 and 8. In only a few States do training schools admit pupils under 18 years of age.

Table 7.— Minimum age requirements for admission to nurse training schools in general hospitals in 1917-18.

States.	Will admit under 18 years.	Per	18 years.	Per cent.	19 years.	Per cent.	20 years.	Per cent.	21 years.	Per cent.	years or over.1	Per cent.
1	2+	8	4	5	6	7	8	9	10	11	12	18
United States	13	0.8	721	42.9	465	27.6	316	18.8	158	9:4	. 9	0. 5
Alabama. Arizona Arkansas California Colorado			12 6 34 9	33.3 47.9 47.3	1 10 22 3	55.6 31.0 15.8	1 2 10 6	30.0 100.0 11.1 14.1 31.6	4			· · · · · · ·
Connecticut Delaware District of Columbia Florida Georgia			. 2	33.3 100.0 20.0 28.6 50.0	10 3 4 5	37.1 30.0 57.1 14.7	5 2 1 9	18.5 20.0 14.3 26.5	3	11.1 80.0		
Idaho Illinois Indiana Iowa Kansas	1	1.0 2.5	12 14 29 13	55.5 11.4 40.0 54.7 37.5	3 79 13 12 7	33.3 75.2 37.1 22.6 17.5	10 5 10 13	9.5 14.3 18.9 32.5	1 3 3 2 3	1. 2 2. 9 8. 6 3. 8 7. 5	 :::::::::::::::::::::::::::::::	
Kentucky. Louisiana Maine Maryland Massachusetts.			5 7 6 10 34-	21.8 58.4 26.1 35.7 34.0	15 1 4 11 23	65. 2 8. 3 17. 4 39. 3 22. 0	• 3 • ,7 3 23	4.3 25.0 30.4 10.79 23.0	2 1 6 1 20	8.7. 8.3 26.1 3.6 20.0	3	10.7
Michigan			24 11 11 14 6	48.9 20.0 57.9 29.8 40.0	17 24 4 17 8	34.7 43.6 21.0 36.1 53.3	6 17 3 9	12.3 80.9 15.8 19.2	2 3 1 4	4. 1 5. 5 5. 3 8. 5 6. 7		
Nebraska [‡] Nevada New Hampshire New Jorsey New Moxico		• • • • • •	4 30 1	13.8 16.7 61.2 100.0	22 3	75.9 12.5 8.2	3 10 8	10.3 41.7 16.3	1 7 7	100. 0 29. 1 14. 3		
New York North Carolina North Dakota Ohio Oklahoma	1	.6	14	45. 2 47. 4 62. 5 69. 5 60. 9	34 3 1 16 1	21.7 7.9 6.2 19.5 4.3,	30 13 4 4 6	19. 1 34. 2 25. 0 4. 9 26. 1	21 4 1 4 2	13. 4 10. 5 6. 3 4. 9 8. 7	'n	1.2
Oregon Pennsylvania Rhode island South Carolina South Dakota	· · · · · · · ·]	9.1	99 5 9	11.8 54.1 50.0 52.9 54.5	29 29 5 3	11.8 15.8 20.0 29.4 27.3	8 33 1 3	47.0 18.0 10.0 17.7 9.1	31 2	23. 5 11. 5 20. 0	1	5.9
Tennessee		3. 6 2. 8	7 17 2 4 -17	41.1 60.7 28.6 30.8 47.2	5 4 2 6	23.5 17.8 57.1 15.4 16.7	. 4 1 5	17.7 14.3 14.8 88.4 19.4	1 2 5	17. 7 8. 6 15. 4 13. 9		
Washington	1	4.0 2.9	11 22 10	44.0 64.7 27.0 100.0	3 1 20	12.0 2.9 54.1	. 6 6	32.0 17.7 16.2	2 8 1	8.0	1	2.9

One school reports minimum age entrance requirement as 23 years, and 1 school reports minimum age





TABLE 8.—Minimum age requirements for admission to nurse training schools in hospitals for the treatment of the insane in 1917-18.

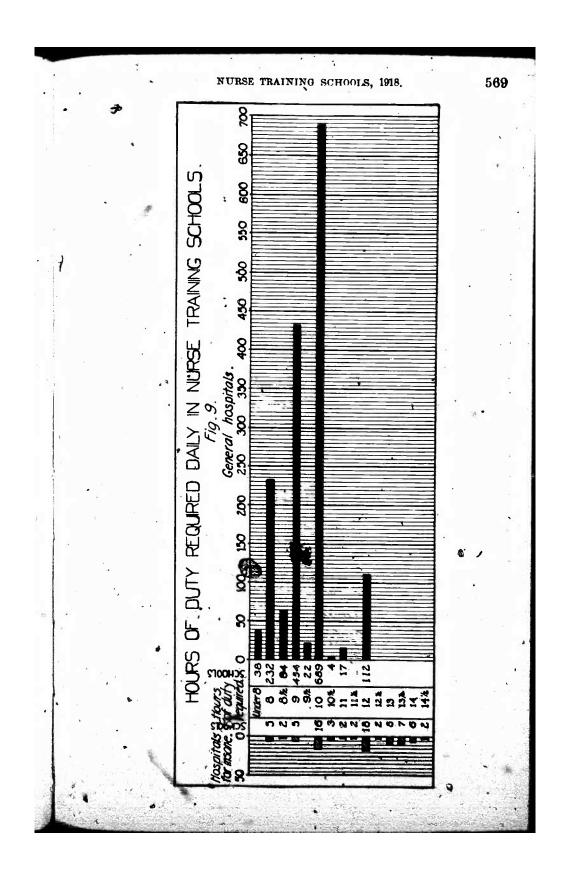
States,	years.	Per cent.	years.	Per cent.	- 20 years.	Per' cent.	21 years.	Per cent,
1	2	'8	4	5	6	7	8	Đ
United States 1	56	69.1	9	11.2	8	9. 0	7	A.
labama	L 1	100.0	0	0	0	0	0	
onnecticutistrict of Columbia	2	100.0	0.	0	0	. 0	0	i
	1	100.0	04	0	0	0	0	
eorgia	1	100.0	0	0	. 0	0	0	
linols	3	60.0	» 1	20.0	. 0	0	. 1	20
wa	4	80.0	0	0	1	20, 0	()	
ansas	. 1	100.0	0	0	, o	-0.0	. 0	
entucky	i	50.0	ő	ő	0	ŏ	1 1	50
aine	l i	50.0	ï	50, 0	0	ő	0	170
aryland	2	100.0	i	00	ő	0	0	
assachusetts	-	.63.6	1	9. 1	1	9. 1	2	18
ichigan	2	50.0	2	50.0	Ô	0	. 0	1
innesota	3	100.0	ō	0.0.0	0	ŏ	ŏ	, .
ississippi	Ů.	0	1	100.0	o	ő	ŏ	İ
lssouri	1 1	100.0	õ	0	- 0	0	0	?
ebraska	4	0	1	100.0	0	0	0	:
ew Hampshire	0	Ö	0	0	i	100.0	1 0	1
ew Jersey	2	66.6	Ö	ŏ	â	0	1	3.3
ew York 1	10	71.4	1	7.1	i	7. 2		, i
orth Carolina	i	100.0	Ô	Ö	ò	0	i	,
hio	3	60.0	0	0	1	20.0	1	20
klahoma	. 1	100.0	0	ŏ	i	-0.0	'n	-,
ennsylvania	- 5	62.5	ő	Ď	3	37.5	0	
hode Island	1	100.0	ő	ŏ	ő	00	n	
outh Carolina	i	100.0	ő	ñ	ŏ	ŏ	Ö	t .
ermont	1	100.0	0	. 0	0	0	0	
Irginia	i	100.0	0	ň	ő	Ö		
isconsin	ń	11.7.0	. 1	100.0	0	0	0	

1 One school reports minimum age requirement as 17 years.

HOURS OF DUTY REQUIRED.

The number of hours of work required daily in nurse training schools maintained in general hospitals has a vital bearing on the efficiency of the course offered. Figure 9 shows the distribution of schools according to the number of hours of duty required daily. Tables 9 and 10 show the number of hours of duty required in the various schools by States. Comparable data for the years 1896 and 1911 on the hours of duty required are available in the "Educational Status of Nursing," so that comparison may be made between the years 1896, 1911, and 1918.

By reference to Table 11 it is found that 37.9 per cent of the nurse training schools reporting in 1896 required of their pupils fewer than 10 hours duty; 56.9 per cent in 1911; and only 49.1 per cent in 1918. Therefore it is evident that in the more recent, years there has been a tendency to require 10 or more hours of duty rather than fewer hours. It will be observed from figure 9 that a greater number of schools, viz, 42.7 per cent of the total number reporting this item, require 10 hours of duty. The next largest group, including 434 schools, or 26.9 per cent of the total number, require 8 hours of duty daily. A slight tendency toward an 8-hour day may be foreshadowed in the increasing percentage of schools requiring





8 or fewer hours of duty, viz, 1.8 per cent in 1896, 10.4 per cent in 1911, and 16.8 per cent in 1918, but as yet the tendency in that direction is not very pronounced. It is significant, however, to note that only 8.2 per cent of the schools required more than 10 hours of duty in 1918, while 9.9 per cent held to this requirement in 1911, and while 49.5 per cent held to this seemingly questionable requirement in 1896.

Table 9.—Summary of hours of duty required in general nurse training schools in 1917-18.

States.	Fewer 8 hours		hours.	9 Itours.	9) hours.	10 hours.	10\ hours.	, 11 hours.	12 hours.
. 1	2	3	* 4	5	6	7	8	9	10
United States	38	232	64	434	22	6×9	4	17	112
labama	1	1		2		10			7
rizona	····	1 1		······ <u>3</u>		9			
rkansas	32	41		i		l î			
olorado	1	8	1	7		3			
nnecticut				6		15		ļ 	3
elawareistrict of Columbia			<u>.</u> •		• • • • • • • • • • • • • • • • • • • •				. 3
istrict of Columbia		5	2	3				' 	l • • • • • • •
eorgia		1	i	5		17			8
iabo	İ			١,					,
linois		14	3	33	2	50			1
ndiana		6	1	H		12			5
W8		4	1	13	3	25			1
	;		'						
entuckyouisians		3	1	3		12]	2
sitie		1 2		3		10		1 3	2
arylandassachusetts		В		6		11			3
lassachusetts	1	12	. 2	29	2	33	41	3	6
lichiganlinnesota		11	.4	13	1	13			3
linnesota		. 8	1	9	1	28	<u> </u>		. 4
lississippi Lissouri	1	6	2	14		16		1	ıi <u>.</u>
iontana		3		7		-/-	,		·
lebraska		8	2	111		6		,	:
avada	1 .			i					
ew Hampshire				.4	2	12			5
lew Hampshirelew Jerseylew Mexico		2		14	.⊈	23,			1
	1	'		1					, -
lew Yorklorth Carolina	1 1	5 5	1	44 11	1	75 19	. 2		9
orth Dakota	1	1 1	· 1	7	• • • • • • • • • • • • • • • • • • • •	17	j		
)hlo	.	15	4	26		31		,	3
klahoma		4	1	3		12			2
regon	.	. 5	2	5		. 4			1
ennsylvania		. 9	12	- 61	. 6	77	1	1	8
outh Carolina				lí		l ii		1	2
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AXAR	🖎	4	2	9		10		7	1
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/ermont		1 7	23	7 6	i	18	1	1	. 1
		'	` -	-	1]	
VashingtonVest Virginia	•	1 4	i	8 3	2	9 22		1 . 2	
Visconain		. 6	4	10	i	13		1	. 2
Vyoming	kl	I , *	L	. 2	1	1	1	1	1. 1



Table 10.—Summary of hours of duty required in nurse training schools in hospitals for the treatment of the insane in 1917-18.

States.	hrs.	hrs.	hrs.	l0 hrs.	10 1 hrs.	l] hrs.	III hrs.	12 hrs.	12½ hrs.	13 hrs.	131 hrs.	14 hrs.	143 hrs	
1	2	3	4	5	6	.7	8	8	10	11	12	13	14	
United States	5	2	5	16	3	2	2	18	2	8	: .		<u>-</u>	
labama						7								
onnecticut		;			• • • • • •				!	·	2		' • •	
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ermont Visconsin		,		'	• • • • • • •	· • · • · · ¦						Lj	. 100	

TABLE 11.—Hours of duty required daily in general nurse training schools in 1896, 1911, and 1918.

	1:	896	19	911	1918		
Hours of work.	Schools.	l'er cent of total.	Schools.	Percent of total.	Schools.	Per cent of total.	
1	2	8	4	5	6	7	
Under 8. 8. 8. 9. 9. 9. 9. 9. 9. 9. 9. 9. 9. 9. 9. 9.	2 0 11 29 14 32 3 14 3 3	1. 8 0 9. 9 26 2 12. 6 28. 8 2. 7 12. 6 2. 7 12. 6 2. 7	69 43 239 20 220 0 222 0 44 0	10. 4 6. 5 30. 1 3 9 -33. 2 0 3. 3 . 0 6. 6	38 232 64 434 .22 689 4 17 0	2. 4 14. 4. 6. 25. 9 1. 4 42. 7 2 1. 1 0 6. 9 0	

In hospitals for the treatment of the insane the hours of duty required are usually much longer than in the general hospitals. In all, 16 schools require 10 hours of duty; 18 schools, 12 hours; and 25 schools require more than 12 hours of duty daily. Two schools require 14½ hours.

The long hours of daily duty required in many of these schools must be viewed with apprehension, since practically all schools now offer a course covering a period of three or more years, whereas until 1904 no school had offered a three-year course. To require long hours of duty for a period of three years must necessarily work a hardship, if not a positive harm, on the nurse pupils in training.

1 See Bulletin 1912, No. 7, p. 39,



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REMUNERATION OF PUPILS.

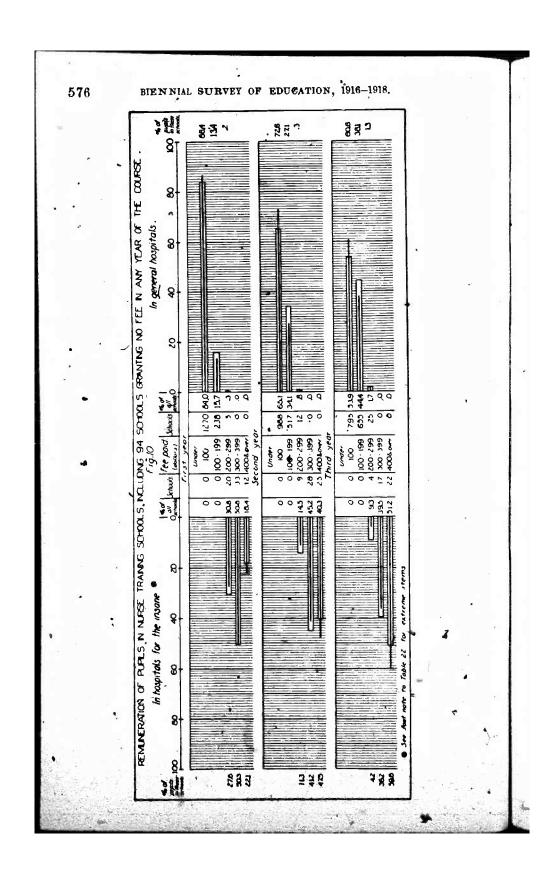
This year for the first time nurse training schools were asked to report on the regular statistical blank the remuneration granted to their pupils. A very large number of replies admitting of tabulation were received. The summarized results of this inquiry are shown by States in Tables 9 and 10, and in summarized form in figure 10.

Only schools reporting both the remuneration granted and their enrollment have been included in Tables 12 and 13, and consequently in figure 10. For example, the open bars in the first-year group in this diagram represent the percentage of schools included in each salary group which report both their enrollment and the remuneration paid the first year. The percentages for each year total 100. By including only the schools reporting both the enrollment and remuneration, it is possible to compare the percentage of schools granting a certain remuneration with the corresponding percentage of pupils receiving it, which is represented by the straight lines within the open bars-more conveniently referred to as "pins." The schools which report remuneration but not enrollment, and which have been omitted from consideration, are so few in number that the results are not vitiated. It should be added to prevent misunderstanding that the number of pupils represented by each "pin" is the total number who are now enrolled in institutions granting the remuneration indicated and who, therefore, have already received this fee, 🕏 either in 1918 or in the two years next preceding. The 94 schools which report "0" for remuneration have been included in the diagram but not in the table. It should be stated that 17 schools, included in the 94, reported a tuition fee but did not indicate whether a remuneration was granted. It has been inferred that no remuneration is granted by these institutions.

Only two schools, one in Minnesota and the other in Mississippi, reported the granting of remuneration for the fourth year, the former being \$204 and the latter being \$45.

The remuneration granted to nurse pupils in the first, second, and third year for all schools reporting such information is graphically shown above for general hospitals and for hospitals for the treatment of the insane. Very few general hospitals pay over \$200, as is shown. In the first year 84 per cent of the schools pay less than \$100, while only 15.7 per cent pay from \$100 to \$199. In the second year a higher femuneration in general is paid, since 34.1 per cent of the schools pay from \$100 to \$199, and only 65.1 per cent pay less than \$100. A still higher remuneration is indicated in the third year, where almost one-half of the schools, 44.4 per cent, pay from \$100 to \$199, and only 53.9 per cent less than \$100. Therefore, it is evident that a higher remuneration is generally granted as the pupils progress







in the course and as their services necessarily become more valuable to the institution.

By comparing the two longer bars in each year in figure 10 it will be noted that the "pin" representing the percentage of the total pupil body, paid the remuneration indicated, projects beyond the open bar in every instance in which the remuneration is less than \$100 and does not extend to the end of the bar in schools granting \$100 to \$199 per annum. In the latter instance the percentage of pupils does not equal the percentage of schools, while in the former one the percentage of schools is less than the percentage of pupils. These inequalities indicate that the largest schools pay in general the lower remuneration, in other words the larger schools have less difficulty in securing nurse pupils, presumably, because the variety of training necessarily offered is correspondingly attractive. On the other, hand, smaller schools are obliged to pay a higher remuneration that they may secure the services of nurse pupils as aids in carrying on the work in a well-regulated hospital.

In hospitals for the treatment of insane patients, as indicated in Table 22, the remuneration granted to men is much higher than that granted to women in all cases where any difference in remuneration is specified, as is done in 10 schools. Only 5 schools report a fee for any year in the course which is less than \$200, and these are so variable in amount and so few in number that they have not been given separately in figure 10. They are definitely specified, however, in both Table 22 and Table 13, and have been included in the \$200 group in the graph.

As indicated in figure 10 the salary, for such it might be correctly termed, which is paid the nurse pupils in hospitals for the insane is much higher than the remuneration granted to nurse pupils in the general hospitals. In the first year in hospitals for the insane 50.8 per cent of the hospitals, or over one-half of them, pay \$300 to \$399; 18.4 per cent pay \$400 or a greater sum. In the second year 45.2 per cent of the schools are placed in the \$300 group, and 40.3 per cent in the \$400 group. In the third year the \$300 group has decreased to 39.5 per cent and the \$400 group has increased to 51.2 per cent. In other words, as nurse pupils progress in their training course and thereby become more valuable to the hospital, a higher remuneration is awarded them. In the third year only 4 schools in hospitals for the insane pay as low as \$200 to \$299.

The relative length of the "pins" and the open bars representing respectively, pupils and schools in hospitals for the insane, has been reversed from that shown for schools in general hospitals. The "pins" are longer than the bars in the high salary group, viz, \$400 and over; about the same length in the \$300 group, and shorter in the \$200 group, pointing out very clearly that the higher remuneration is



granted by the larger schools. It should be remarked, however, in this connection that higher salaries should be paid to nurses in the hospitals for the insane than to those in the general hospitals for the reason that the hours of duty required in the former are ordinarily much longer than those required in the latter, and the duties are necessarily of a much more strenuous character, by reason of the possible violence of the patients. Therefore, it may be added inferentially that the increased responsibility in caring for a large number of patients induces the larger schools to offer a higher remuneration with a view to securing a more advanced group of aids. It does not appear from a casual inspection of the detailed reports that longer hours of duty are required in the larger schools: It does appear, however, that in the larger schools there is usually a large average number of patients daily to each nurse pupil enrolled which, in nearly every instance, equals or exceeds 40.

TUITION.

An inspection of all the reports received from nurse training schools reveals the fact that only 42 schools, or 2.4 per cent of the total number reporting, charge tuition. All of these schools are maintained in general hospitals and charge a fee only for the preliminary course. Altogether, 26 of these schools grant no remuneration, or at any rate they do nor report a remuneration fee, and presumably give none. The other 16 schools grant a remuneration which usually exceeds the tuition charged. The usual tuition fee is either \$20 or \$25, this charge being made by 12 schools. Two schools charge \$100, 1 school \$155, 1 school \$225, and 1 school \$250. One of the schools charging a tuition fee of \$100 grants a remuneration of equal or greater amount. The other 3 schools reporting these high tuition fees offer no remuneration whatever.

In 1911 only 6 schools charged a tuition for the pretiminary instruction given in the first year. A fee of \$25 was charged by 4 schools, and a fee of \$50 was charged by 1 other school. One school at that time charged \$250 for the first two years in the course.



Table 14.—Distribution of nurse training schools and pupils according to the educational requirements for admission and the length of course offered.

Educational requirement for admission.	 Course in	General	hospitals.		s for the
Educational reportement for normalismon.	years.	Schools.	Nurse, pupils,	Schools.	Nurse pupils.
Eighth grade	Less than 1 1 to 1.9 2 to 2.9 3 to 3.9	6 - 8 - 31 141 2	126 114 440 3,008 10	25 16	721 C. 1
Total		158		41	1,398
One year high school. Do. Do. Do. Do. Do. Do.	Less than 1 1 to 1.9 2 to 2.9 3 to 3.9	1 4 80 583 0	11 75 1,808 19,170 0	6 24 0	256 1,088 0
. Total		608	21,064	30	1,344
Two years high school Do Do Do Do Do Do Do Do	Less than 1 1 to 1.9 2 to 2.9 3 to 3.9	0 1 20 239 · 0	0 14 324 9,431	0 0 0 3 0	0
Total		200	9,769	3	89
Three years high school Po Do Do Do Do	Less than 1 1 to 1.9 2 to 2.9 3 to 3.9	0 0 1 8 0	. 0 0 8 296 0	0 0 0 2 0	0 0 0 66 0
Total		9	394	2	66
High school	Less than 1 1 to 1.9 2 to 2.9 3 to 3.9	0 1 27 410 1	0 22 717 15,417	0 0 0 0	. 0
Total		439	16,163	0	0
Partial reports: Eighth grade. One year high school. High school.	Not given.	2 2 1	29 J 23 2	0 0 0	} 0
Total		8	54	0	0
Not given	1 to 1.9 2 to 2.9 3 to 3.9	1 2 16	. 9 322	0 3 0	97
Total		19	337	3	97
Eighth grade	210 2.9	1 1 3		0 1 0	0
Do Two years high school High school	3 to 3 9 3 to 3.9 3 to 3.9	8 3 7		0 1 0	
Total		23		2	
(1)	[3]	1 1 14 0	17 782 0	. 0	0 0 0
Grand total	} !	1,627	52, 218	. 82	3,033

¹ Educational requirement for admission not given.



^{*} Length of course not given.

YEARS IN NURSE TRAINING COURSE.

In view of the fact that practically all courses in nurse training schools maintained in general hospitals have been lengthened from two to three years within almost the last decade, this subject deserves consideration. Altogether, in 1918 the length of course offered was reported by 1,606 training schools in general hospitals, and in 1911 by 688 schools, as follows:

Length of course.

	Scho	ols.
Years in course.	1911	1918
Less than 1 year		7
From 2 to 2.9 rears	185	164
Less than 1 year From 1 to 1.9 years. From 2 to 2.9 years. From 3 to 3.9 years. A four years' course.	502	1,416
Total	688	1,606

In 1918 nearly all of the schools in the 2 to 2.9 years group offer a two-year course, only a few giving a fractional part of a year additional. Similarly nearly all of the schools falling in the 3 to 3.9 years group offer only a three-year course. Only three schools report a four-year course, viz: College Hospital, Talladega College, Ala.; Evangelical Saint Lucas Deaconess Hospital, Faribault, Minn.; and Scudder Infirmary, Alcorn, Miss.

The greater number of schools by far offer a three-year course, 88 per cent of all the training schools in general hospitals falling in this class. Only 10 per cent of these schools offer a two-year course. A decided tendency toward a three-year course is evident when a comparison is made between these percentages and the corresponding ones in 1911. In 1911 a course of three or three and a half years was offered by 73 per cent of the schools reporting, as against 88 per cent in 1918; and a course of two or two and a half years was offered by 27 per cent, as against 10 per cent in 1918. Practically all nurse training schools have extended their course to three years within the last few years. Long hors of duty, lack of facilities for imparting the technical training which should accompany the practical work of the hospital, or low educational entrance requirements may prevent nurse pupils from receiving the equivalent of a college education. The fact that training courses have been lengthened may partly account for the increased difficulty in getting qualified pupils to staff the hospitals.

In schools maintained in hospitals for the treatment of insane patients only two and three year courses are offered, 34 schools offering a two-year course and 47 schools offering a three-year course.



ENROLLMENT OF PUPILS IN TRAINING SCHOOLS OFFERING THE VARIOUS COURSES,

By assembling the corresponding groups in Table 14 it is found that schools, enrolling 137 pupils, offered a course of less than one year; 15 schools, with 261 pupils, a one-year course; 161 schools, with 3,306 pupils, a two-year course; 1,397 schools, with 47,644 pupils, a three-year course; and 3 schools, with 17 pupils, a four-year course. These 1,583 schools enroll an aggregate of 51,365 nurse pupils. The schools offering a course shorter than one year are fourtenths of 1 per cent of the total, but enroll only three-tenths of 1 per cent of the pupils; those offering a one-year course are 1 per cent of the total, but enroll five-tenths of 1 per cent of the pupils; those offering a two-year course are 10.2 per cent of the total, but enroll only 6.4 per cent of the pupils; but those offering a three-year course are 88.2 per cent of the total and enroll 92.8 per cent of the pupils. It is seen, therefore, that, in general, the larger schools offer the longer course of three years, since these schools enroll a correspondingly larger percentage of pupils than the percentage of schools in this group would indicate.

Reducing these percentages to absolute numbers, it is found that the average enrollment in a training school of less than one year is only 20 nurse pupils; in a one-year school only 18 pupils; in a two-year school, 20 pupils; but in a three-year school it is 34 pupils. In other words, the schools offering a three-year course enroll 70 per cent more pupils on an average than schools offering only a two-year course. These very great differences are not apparent from a casual inspection of the reports. Two facts appear from these figures: First, that practically all professional nurses are now taking a three-year course of training; second, the larger schools are giving generally a three-year course of training.



MINIMUM EDUCATIONAL ENTRANCE REQUIREMENTS.

By summarizing the corresponding groups in Table 14 it is found that, altogether, 1,592 nurse training schools reported the educational entrance requirement for admission in the year 1918. The following summary compares the requirement of that year with corresponding requirement in the year 1911:

Educational requirement for admission.

	-	1011-101		
,	19	11	. 15 I	19
Education Fre tube to it	Schools.	per cent.	Schools.	Per cent.
Eighth grade One year of high school Two years of high school.	252 190 26	31. 7 24. 0 3. 3	192 681 263	• 12.1 42.7 16.5
Three years of high school. Complete high-school course	3	40. 6	417	28.1
Total	794	100.0	1,56∠	100.0

The most usual requirement in 1918 was one year of high-school work. About two-thirds as many schools, however, required a full high-school course for admission. Few schools require three years of high-school work.

Considerable shifting in the educational requirements for admission to nurse training schools has taken place since the year 1911, as will be noticed from the comparable data given above. The percentage of schools requiring a full high-school course for admission has decreased from 40.6 per cent in 1911, to 28.1 per cent in 1918, while the percentage requiring one year of high school has increased from 24 per cent to 42.7 per cent during the same period. During this period the percentage requiring only an eighth-grade education for admission has decreased from 31.7 per cent to 12.1 per cent and the percentage requiring two years of high-school work has increased from 3.3 per cent to 16.5 per cent. It is evident, therefore, that there is a tendency on the part of nurse training schools not to require either the completion of a high-school course or of the elementary grades only, but to require either one or two years of high-school work for admission.

It should be distinctly understood that the minimum educational entrance requirement by no means indicates the average educational qualifications of pupils who are admitted to nurse training schools. Many nurse pupils have a college education, and perhaps most of them the equivalent of a full high-school education. The standard set for admission governs only the admission of nurse pupils who have the lowest educational qualifications which the school will consider. With the rapid multiplication of public high schools



throughout the country there should be in the future little reason for nurse training schools to lower their educational standard for admission. A decided tendency away from only an eighth-grade requirement is evident already. It is to be regretted that so large a percentage of schools have been obliged to retract from the full high-school requirement.

EDUCATIONAL ENTRANCE REQUIREMENTS TO NURSE TRAINING SCHOOLS IN HOSPITALS FOR THE INSANE.

In hospitals for the insane, 42 schools for the training of nurse pupils require the completion of the eighth grade for admission; 30 schools require one year of high-school work; and only 6 schools a two or three year high-school course. No school requires a four-year high-school education. In 1911 it was found that of the 49 schools reporting educational requirements for admission, 38 schools required a "common school" or the equivalent of an eighth-grade education; 6 schools required one year of high-school work, and 5 schools a full high-school course. It is evident here also that there is a tendency away from the requirement of a full high-school course, as no school reporting in 1918 holds to it, and also away from the eighth-grade requirement, as 77.6 per cent of the schools of this class in 1911 held to this requirement and only 53.8 per cent in 1918.

The educational requirements for admission to nurse training schools is summarized by States in Tables 15 and 16. These tables show how many pupils now in training have met these minimum standards and how many graduates completing a nurse training course in 1918 presumably met these requirements when admitted to training. As State legislation often governs the educational requirements for admission, it is thought advisable to summarize these minimum requirements by States.



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		Per cent.	92	29. 3	0.0 0.0 8.8 8.8	21. 5	% 6 % 6 % 6 % 6 % 6 % 6 % 6 % 6 % 6 % 6	क्र १ ४ ४ ४ ५ 4 ५००००	25.0 8.0 8.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1	20.7 20.9
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BIENNIAL SURVEY OF EDUCATION, 1916-1918. 588 admission in hospitals for the a | Per cent. school. // ошеп. 2 - | 000 A 00000 00000 00000 Per cent. Enrollment. " Three years' high Men. 90 80 * 1000 % 0000 00000 пошо// Per cent. 00000 00000 00000 Men. 000-0 0000- 00060 Schools TABLE 17. Distribution of nurse training schools, nurse pupils, and graduates according to the educational requirement for Per cent. Two years' talgh school. Per cent. Enrollment. Men. - 00000 00000 00000 Per cent. У опред. ccece .cccc Schools. 13 Per cent. -----Per cent. year high school. 8 00000 Enrollment. Меп. Per cent. Women. 3.91, Per cent. 00000 00000 00000 2 Men. Schools. **458** \$ 555 8 8 8 8 8 8 8 Per cont. 28 CRUCE EXTER CTURO COTTO .**п.**опто.W # 60000 KICO CKICO Per cent. 0000-100-0-000 Enrollment. Eighth grade. Med. Per cent. //omen. 9 Per cent. OWNER STACE ONTEO 8 Men, RCDOORS Competicut. Metrick of Columbia. eorgia. · United States



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ENROLLMENT OF PUPILS IN NURSE TRAINING SCHOOLS REPORTING BOTH PUPILS AND EDUCATIONAL REQUIREMENT FOR ADMISSION.

The relations between percentage of pupils enrolled in the corresponding percentage of schools having the various educational requirements for admission is significant. Assembling the corresponding data for schools and pupils given in Table 14, it is found that 1,569 schools report both the educational requirements for admission and a total enrollment aggregating 51,082 nurse pupils, distributed as follows:

Requirement for admission (1918).	Schools.	Per cent.	Nurse pupils.	Per cent.
Eighth grade One year of high school. Two years of high school. Three years of high school. Complete high school course.	670 260 9	16.5	3,757 21,087 9,769 304 16,165	7.3 41.3 19.1 .6 31.7
Total.	1,569	100.0	51,082	100.0

When the educational requirement for admission is low, i.e., the eighth grade or one year of high school, the percentage of schools exceeds the corresponding percentage of pupils, and when this requirement is high, i. e., two years of high-school work or a full highschool course, the percentage of pupils exceeds the corresponding percentage of schools. To state this condition in averages, it is found that schools requiring the completion of the eighth grade for admission have an average enrollment of 19 pupils; those requiring one year of high school for admission, 31 pupils; those requiring two years of high school for admission, 37 pupils; and those requiring a full high-school course for admission, 37 pupils. Thus it is seen that the larger schools on an average have the higher requirements for admission. Combining the schools requiring only the completion of the eighth grade or one year of high school for admission and the pupils enrolled in these schools, and also adding the schools requiring two years of high-school work or a full high-school course for admission and the corresponding pupils enrolled in these schools, it is found that the average enrollment in the former group is only 29, as against 37 in the latter. In other words, the schools with high admission requirements are more than 27 per cent larger than those with low requirements. This condition implies that schools having high educational requirements for admission enroll more than the average number of pupils. Therefore, it may be said that the larger schools generally have the higher educational requirements for admission.

In training schools in hospitals for insane patients it is found that the schools requiring an eighth-grade course for admission aggregate 54 per cent of the total number of schools reporting, but they enroll



only 48.3 per cent of the nurse pupils, while the schools requiring a one-year high-school education for admission aggregate 39.5 per cent of the total and enroll 46.4 per cent of the nurse pupils. Considering only the two larger groups of schools, i. e., those requiring the completion of the eighth grade or of one year of high school for admission, it is found that schools having the former requirement enroll on an average only 34 nurse pupils, whereas schools having the latter requirement enroll 45 nurse pupils. It is seen, therefore, that the schools requiring one year of high-school work for admission are 32 per cent larger than those requiring only an eighth grade for admission. It is evident, also, as in the case of the general hospitals, that the larger schools generally have the higher educational requirement for admission. In other words, smaller schools must generally maintain lower educational entrance requirements to secure a sufficient number of nurse pupils to care for their patients, while the larger hospitals offering exceptional and varied facilities for professional training can maintain higher educational standards for idmission and still secure a sufficient number of pupils to carry on the work of the hospital.

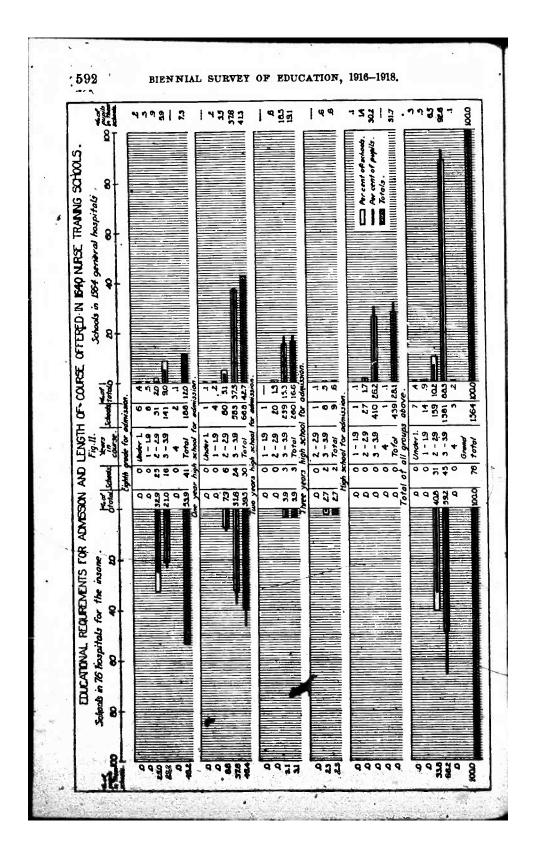
RELATION BETWEEN LENGTH OF COURSE AND ENTRANCE REQUIREMENT.

An inspection of Table 14 reveals the fact that only the schools appearing in the first five general groups made a complete report on the educational entrance requirement, the length of the course in years, and the number of nurse pupils enrolled. These statistics for these 1,640 schools for both general hospitals and hospitals for the insane are shown graphically in figure 11 for several specific purposes:

First, to show the number and percentage of schools having the various requirements for admission, as indicated by the cross-lined bars. The "pins" inclosed in these bars represent the percentage of students who have presumably met these requirements. This distribution of schools and pupils according to the requirement for admission has been discussed above, where every school making a report on its educational entrance requirement, as indicated in Table 14, was added to make a complete summary which would be comparable to the corresponding statistics for 1911.

Second, to show that the larger schools generally have the higher entrance requirements since the "pins" project beyond the cross-lined bars for schools in general hospitals requiring a two-year high-school or a full high-school course for admission and for schools in hospitals for the insane requiring two years of high school work for admission, both of which tendentcies have been pointed out above for all schools which give, as shown in Table 14, both the educational requirement for admission and their enrollment.







Third, to show graphically by means of the last group of bars, "Total of all groups above," just how many schools offer courses varying from-less than one year to four years in length. Almost nine times as many schools offer a three-year course as offer a two-year course in general hospitals, and about one and one-half times as many in schools in hospitals for the insane offer a three-year as offer a twoyear course. This situation has been indicated for all schools reporting the length of course offered, as shown in Table 14, and the data were compared with corresponding data for 1911.

Fourth, to show that the larger schools generally have the longer course of three years. This condition was pointed out in the discussion of Table 14, wherein all schools reporting both the length of course and the enrollment are assembled. In figure 11 this situation is shown graphically. By reference to the last group of bars, "Total of all groups above," it will be seen that the "pins" project beyond the open bars only in bars representing schools having a three-year course, indicating that these schools enroll more pupil nurses on an average than do schools offering only a two-year course.

Fifth, to show that the schools having high requirements for -admission more generally offer the longer course. By comparing the lengths of the two bars in figure 11 representing two and three year courses in general hospitals under the different subdivisions for the respective requirements for admission, it will be observed that the three-year bar is over four times as long as the two-year bar in · the first group, representing schools having the eighth grade requirement for admission; over seven times as long in the second group, representing schools with the requirement of one year of high school work for admission; nearly twelve times as long in the third group, representing schools with the requirement of two years of high school work for admission; and over fifteen times as long in the fifth group, representing schools with the requirement of a full high-school course for admission. The schools in the fourth group requiring three years of high school work for admission are omitted from this comparison. since only 9 schools have this requirement. Thus it will be seen that the higher the minimum requirement for admission the greater the proportion of schools offering a three-year course. In other words, more than three times as great a proportion of nurse training schools in general hospitals having the minimum requirement of a full high-school course for admission offer a three-year course as do schools having only the eighth grade requirements for admission.

By making similar comparison for the bars representing hospitals for the insane, it will be noted that the same situation prevails. Since practically all schools of this type require only an eighth grade or one year of high school for admission the few schools having a





higher requirement should not be considered, as they are so few in number that they are not representative of these higher groups. Where only an eighth-grade education is required for admission, about two-thirds as many schools give a three-year as give a two-year course, while four times as many schools requiring one year of high school for admission give a three-year as give a two-year course. This reversal in the relative lengths of the two and three year bars clearly implies that the higher the educational requirement for admission the longer the course offered in hospitals for the treatment of the insane. To state this relationship numerically, over six times as great a proportion of nurse training schools in hospitals for the insane, having as a minimum requirement for admission one year of high-school work, offer a three-year course as do schools with the lower requirement of an eighth-grade education for admission.

NURSE TRAINING SCHOOLS AFFILIATED WITH COLLEGES AND UNIVERSITIES.

One of the very essential features of an efficient nurse training course is that adequate facilities be available for giving the preliminary academic instruction incident to such a course. A few schools meet this problem by a carefully planned course given within the hospital, but frequently nurse training schools have no regular instructors and no available laboratory properly equipped for imparting the academic instruction so essential to every well organized course. Often the instruction is left entirely to the superintendent of nurses, and not infrequently to some of the more mature pupils in training. Frequently the laboratory is not well enough equipped to give the instructor, either physician, paid instructor, superintendent of nurses, or nurse pupil, an opportunity to present the preliminary instruction in the most efficient manner. Many nurse training schools have solved this difficulty by having regular college or university instructors, usually in the school of medicine, give these general science courses to the nurse pupil in training. Wherever such an arrangement exists the hospital which maintains the nurse training school is affiliated with the college or university. A decided advantage accrues to the training school from this affiliation, since the teaching is left entirely to specialists who are not only thoroughly familiar with their special work but who are also professionally trained for presenting the instruction in the most effective manner, and since a well equipped laboratory is always at the disposal of the instructor. By this plan the academic training is placed on a college basis, and collegiate credit is generally given for it, thereby tending to elevate and dignify the professional training of nurses. The following colleges and universities offer nurse training



courses of the character just described. Only those institutions have been included in which nurse training courses have been made an organized part of the curriculum, and which are affiliated with one or more hospitals in which the practical work of the nurse training course is given:

Taliadega College, Alabama. University of California. Leland Stanford Junior University, California. University of Colorado.1 George Washington University, District of Columbia. Washington Missionary College, District of Columbia. Northwestern University, Illinois. Indiana University. State University of Iowa. University of Kansas. Berea College, Kentucky. Simmons College, Massachusetts. University of Michigan.1

University of Minnesota.1 University of Missouri.1 Washington University.1 State College of Agriculture and Mechanic Arts (University of Montana). Columbia University, New York. Syracuse University, New York. Ohio State University. University of Cincinnati, Ohio. Wilberforce University, Ohio. University of Oklahoma. University of Pennsylvania. Temple University, Pennsylvania. University of Texas.1 University of Virginia.1 University of Wyoming.

¹ This institution offered a nurse training course in 1911.



Table 18.—Summary of statistics of schools for the training of professional nurses, including schools in hospitals for the treatment of the insane, in 1917-18.

	Total number		urse pupils		Gradu-	Capacity	Average daily	Schools not
States.	of schools.	Мед.	Women.	Total.	ates.	(beds).	number of patients.	report- ing.
1		8	4	5	6	7	8	9
United States	1,776	622	54,629	55, 251	13,751	303, 193	225, 899	67
Alabama. Arizona. Arkansas Ca'lfornia. Colorado.	24 1 18 74 . 20	4 0 2 58 6	470 20 228 3,2%5 741	474 20 230 3,343 747	104 6 .75 732 129	2,985 75 1,066 9,852 2,038	2,359 45 690 7,060 1,395	2 0 0 0
Connecticu: Delaware District of Columbia Florida Georgia	27 4 11 7 35	12 0 36 0	1,003 62 611 136 781	1,015 62 647 136 782	296 11 136 38 196	7,050 320 7,200 430 2,577	6,209 193 6,314 254 1,599	(
Idaho Il inois Indiana Iowa Kansas	9 110 41 54 43	0 8 2 22 15	68 3,659 1,071 1,805 657	68 3,667 1,073 1,827 672	19 1,065 190 418 157	520 22,192 2,868 8,641 1,798	238 14,563 1,890 6,290 1,233	3
Kentucky	27	5 0 3 8 134	521 460 458 1,113 4,378	526 460 461 1,121 4,512	107 117 115 297 1,160	4,901 2,580 3,068 5,429 27,403	4,049 1,822 2,596 2,778 20,551	•
Michigan	50 56 22 48	25 14 0 3 1	1,922 2,113 280 1,727 348	1,947 2,127 280 1,730 349	477 455 52 351 60	12,177 8,826 1,119 7,092 1,131	6,646 7,601 697 5,360 788	
Nebraska. Newada. New Hampshire. New Jersey. New Mexico.	31 1 25 48	13 0 0 10 0	1,379	738 16 425 1,389	128 5 136 412	3,180 40 2,448 9,851 90	1,942 8,262	1
North Carolina	₩. 42 17 90	19	729 392 2,631	7,042 731 392 2,650 374	2,275 150 87 685 76	970 16,848	2,622 517 12,885	
Oregon Pennsylvania Rhode Island South Carolina South Dakota	. 189	81 5 0	6,294 477 373	441 6,375 482 373 185	1,464 123 112	32, 150 2, 972 3, 164	23,936 2,546 596	
Tennessee Texas Utah Vermont Virginia	. 28 7	. 2	1,021 297 7 258		218 64	3,321 861 1,352	2,253 562 1,118	
-Washington	36	3	812 589 4 1,002	1,000	12	2,23	2,096 1,314 2,186 0 155	\$



NURSE TRAINING SCHOOLS, 1918.

Table 19.—Summary of statistics of general nurse training schools in 1917-18.

	į		urse pupil	s.	Onde	()	A verage daily
States.	Schools.	Men.	Women.	Total.	Gradu- ates.	Capacity (beds).	number of patients.
1	2	3	4	5	6	. ,	8
United States	1,692	290	. 51,928	52, 218	12,966	176, 747	123,070
labama. rizona. rizkansus. alifornia. Colorado.	23 1 18 74 20	4 0 2 58 6	449 20 228 3, 285 741	453 20 230 4 3,313 747	98 6 75 732 129	1,485 75 1,066 9,452 2,058	909 45 690 7,060 1,395
Connecticut Delaware District of Columbia Horida Jeorgia	25 { 10 { 7 } 34 }	9 0 9 0	968 62 553 136 746	977 62 562 136 746	282 11 115 38 161	3,190 320 3,700 430 2,377	2,378 193 2,984 254 1,429
daho Ilinois Indiana owa owa Kansas	9 105 41 49 41	0 6 2 2 11	68 *3,584 1,071 1,668 615	68 3,590 1,073 1,670 656	19 1,016 190 389 148	520 12,095 2,869 3,885 1,798	238 8, 654 1, 890 2, 711 1, 231
Kentucky	24 13 25 27 92	1 0 2 5 54	505 460 397 1,061 3,673	506 460 399 1,066 3,727	97 117 105 287 1,022	2,033 2,580 1,268 3,689 10,964	1,039 1,822 858 2,636 6,390
Michigan Minnesota Mississippi Missouri Montana	46 53 21 47 15	13 0 0 3 1	1,818 1,962 270 1,701 348	1,831 1,962 270 1,704 349	441 421 50 350 60	5,085 5,726 1,009 5,787 1,131	3,79 3,19 50 4,05 78
Nebriiska Nevada New Hampshire New Jarsey New Mexico	24	13 0 0 0	718 16 377 1,303	731 16 377 1,303	124 5 120 387	2,430 40 1,098 5,301 90	1,57; 68; 3,78; 96
New York North Carolina North Dakota Ohio Oklahoma	41 17	10 2 0 14 0	6,427 719 392 2,528 359	6,437 721 332 2,542 359	2, 102 150 87 617 71	24,014 1,987 970 8,818 1,038	18,09 1,67 51 6,10 56
Oregon PennsylVania Rhode Island South Carolina South Dakota	11	2 46 5 0		441 6,057 404 333 185	106 1,377 100 103 36	1,505 23,977 1,322 1,008 603	1,15 17,81 97: 59 39
Tennessee Texas Ottah Vermont Virginia	1 17	0 2	534 1,021 297 229 754	535 1,023 297 - 231 755	116 218 64 1 64	3,321 801 582	1,04 2,25 56 37 1,96
Washington West Virginia Wisconsin Wyoming	36 37	0 0	812 589 987	812 589 991 77	213 127 215	2,230 3,183	2,09 1,31 2,03 15



Table 20.—Summary of statistics of schools in hospitals for the trace ent of the insane, training pupils for professional nurses, in 1917-18.

		N	urse pupils	١.			Average
States.	Schools.	Men.	Wanen.	Total.	Gradu- ates.	Capacity (beds).	number of patients.
1	2	8	4	5	6	7.	я
United States	84	332	2,701	3,033	785	,126, 446	102, 829
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TABLE 21.—Statistics of nurse training schools in general hospitals, 1917-18—Continued.

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TABLE 21.—Statistics of nurse training schools in general hospitals, 1917-18—Continued.

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CHAPTER VII. SCHOOLS AND CLASSES FOR THE BLIND, 1917-18.

Contents.—Number of schools reporting—Dual schools—Control—Instructors—Number of pupils—Graduates—Enrollment by grades—Eurollment by courses of study—Value of property—Volumes in libraries—How the States provide for the education of their blind—Receipts—Total expenditures—Statistical tables.

Table 1.—Review of statistics of schools for the blind, 1900 to 1918.

• 6	1900	1901	1902	1903	1904	1905	1906	1907	1908
Number of schools reporting.	37	39	39	34	39	40	. 39	41	40
Instructors: Men	144 293	173 299	163 324	155 313	171 321	175 330	162 317	376 372	183 339
Total	437	472	487	448	492	505	479	518	522
Pupils: BoysGirls	2, 104 1, 917	2,222 1,977	2,363 1,952	2,374 1,989	2,304 1,932	2.401 2,040	2,264 1,941	2,318 2,041	2,304 2,036
Total	4,021	4, 199	4,315	4,363	4,236	4, 441	4, 205	4,359	4,340
Graduates: Boys								75 71	70
Total	171	160	141	165	135	170	118	146	124
Pupils in industrial courses Instrumental music Vocal culture	2, 235 1, 883 1, 815	2,649 1,993 2,237	2.948 2,242 2,076	2,667 2,233 2,218	2,654 2,338 2,016	3, 201 2, 354 2, 211	2,871 2,266 2,095	2,924 1,990 1,707	2, 832 2, 066 1, 895
Volumes in the library: In raised type In ink								88,493 40,026	95,32 41,12
Total	94,689	103,626	105,804	106,655	121,082	125, 581	103, 785	128,519	136,45
	1909	1910	1911~	1912	1913	1914	1915	1916	1918
Number of schools reporting.	- 41	48	· 53	60	, 64	62	62	61	G
Instructors: Men Women	187 347	178 353	195 406	202 450	205 460	202 443	211 491	198 489	20 52
Total	534	531	601	652	665	665	702	647 -	72
Pupils: Boys	2, 271 2, 142	2.203 2,00	2,453 2,217	2, 639 2, 353	2,615 2,358	2,601 2,370	2,731 2,522	2,724 2,431	2,86 2,51
Total	4,413	4, 323	4,670	4,992	4, 973	4,071	5, 253	5, 155	5,38
Graduates: Boys	47 55	39 50	. 56 38	*59 52	55 64	63 45	57 55	50 58	8
Total	102	89	94	111	119	108	112	- 108	16
Pupils in industrial courses. Instrumental music Vocal culture	2,960 2,013 1,855	'2,855 1,752 1,317	8,041 1,936 1,853	3, 248 2, 207 2, 067	3,523 2,354 2,073	3,754 2,467 2,556	8,702 2,417 2,228	3,577 2,450 2,308	3, 16 2, 43 2, 37
Volumes in the library: In raised type In ink	104, 864 51, 687	80,774 84.754	87, 400 40, 354	135, 339 53, 482	109, 112 53, 830	115,096 49,468	127, 247 54, 788	137, 284 60, 622	149,65 52,4





NUMBER OF SCHOOLS REPORTING.

This report, for 1917-18, includes the statistics of 62 schools for the blind. In addition to these, 9 other such schools, known to be in existence, did not submit a report. The list of institutions not reporting this year follows. By including these schools this chapter serves as a complete directory of schools for the blind.

Arkansas School for the Blind, Little Rock, Ark.

Florida School for the Deaf and Blind (both white and colored), St. Augustine, Fla.

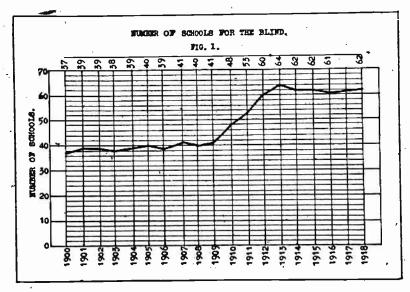
Georgia Academy for the Blind (colored only), Macon, Ga.

Louisiana State School for the Blind, Baton Rouge, La. Tennessee School for the Blind (colored only), Nashville, Tenn.

Virginia State School for Colored Deaf and Blind Children, Newport News, Va.

Racine Day School for the Blind, Racine, Wis.

Catholic Institute for the Blind, One hundred and seventy-fifth Street and University Avenue, New York City.



The Institution for the Deaf, Blind, and Orphans (colored only) at Taft, Okla., has had thus far no blind pupils to report.

The Austine Institution for the Deaf and Blind, Brattleboro, Vt., no longer admits blind pupils and is not properly included in this chapter.

The highest number of schools reporting in any year was in 1913, when 64 schools were represented. The increase from 41 schools in 1909 to 64 schools in 1913 is very pronounced. The decrease since the latter date is due to the failure of certain institutions to report and not to an actual decrease in the number of such schools, as will be noted from the list of delinquent schools given above.



DUAL SCHOOLS.

Thirteen of the 62 schools reporting in 1918 are dual schools, i. e., they are schools for both deaf and blind. These schools, therefore, will appear again in the chapter on "Schools for the deaf," wherein the statistics relating to all schools for the deaf will be found. Altogether, 14 States provide for such dual schools, viz, Alabama (colored only), California, Colorado, Florida (both white and colored), Idaho, Maryland (colored only), Montana, Oklahoma (colored only), North Carolina (colored only), South Carolina (both white and colored), Texas (colored only), Utah, Virginia (both white and colored), and West Virginia. As explained in a preceding paragraph, the dual schools in Florida and Oklahoma (colored only) are not represented in the statistics of this report.

In addition to the 13 dual schools represented herein, there are 2 other schools of this character which did not report in 1918. They are listed in the first paragraph of this chapter. So far as the reports indicate, all dual schools are State institutions.

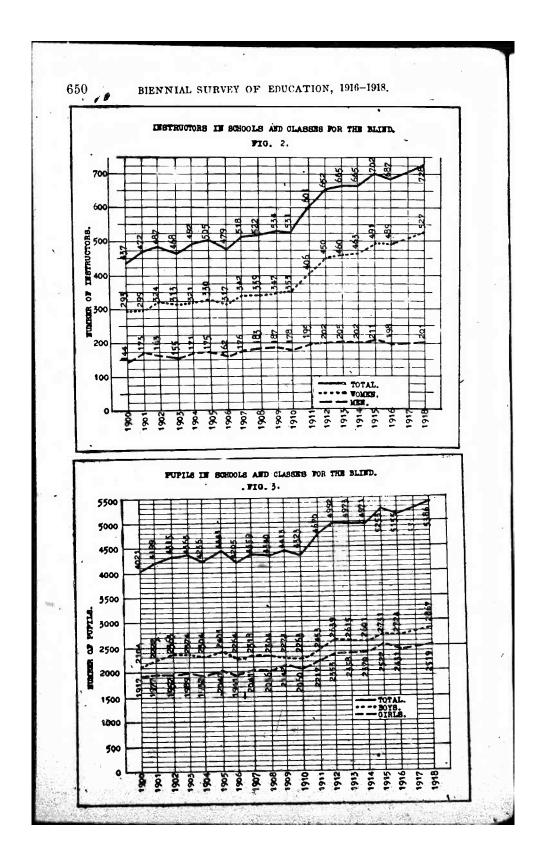
CONTROL.

Ten of the schools for the blind included in this report are maintained as a part of the city public school system and are located as follows: Chicago, Ill.: Detroit. Mich.; Jersey City, N. J.; Newark, N. J.; New York City; Cincinnati, Cleveland, Mansfield, and Toledo, Ohio; and Milwaukee, Wis. Four schools are under private control or management: St. Joseph's Asylum for Blind Girls, Prince Bay, N. Y.; the International Sunshine Society, Summit, N. J., and Brooklyn, N. Y.; New York Institute for the Education of the Blind (412 Ninth Avenue), New York City; and Brooklyn Home for Blind, Crippled, and Defective Children, Port Jefferson, N. Y. The Perkins Institution and Massachusetts School for the Blind, Watertown, Mass., is under private control but receives State aid. All other schools listed in this chapter in the detailed statistical tables are State institutions.

The number of instructors in schools and classes for the blind has increased almost steadily since 1900, from 437 at that time to 728 in 1918, or an increase of over 66 per cent within this period. The curve representing the total number of instructors is governed very largely by the curve in figure 1, which represents the number of schools reporting. Despite the fact that fewer schools have reported since 1913, the number of instructors has continued to increase. The largest number reported in any year was 728, in 1918.

The majority of the teachers in schools for the blind are women. In 1900 the men numbered about half as many as the women. In 1918 over 72 per cent of all teachers in these schools were women.





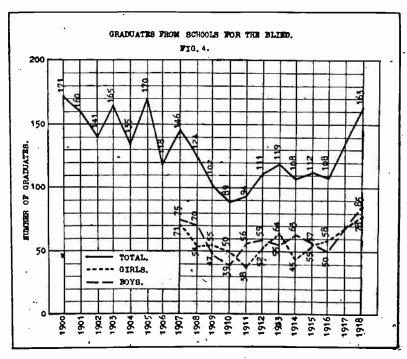


NUMBER OF PUPILS.

The number of pupils in schools and classes for the blind in 1918 was 5,386. In 18 years, as shown in figure 3, the number of pupils has increased from 4,021 to 5,386, or over 31 per cent. The "total" curve in this figure follows in general the same course as that shown in figure 1, representing the number of schools.

In a preceding paragraph it was shown that the number of teachers increased 66 per cent within this same period of 18 years. These percentages imply that teachers are not obliged to instruct so many pupils at present as they did several years ago. The average number of pupils per teacher in 1900 was 9, as against 7 in 1918.

The number of boys slightly exceeds the number of girls in schools for the blind. This difference has been practically the same since 1900, as shown in figure 3, indicating that the data within this period have been remarkably consistent.



GRADUATES.

The data on the number of graduates prior to 1910 are not very reliable, since the blank used in collecting this information did not specify that only graduates from the secondary school should be reported. This indefiniteness in the question accounts for the zigzag nature of the curve in figure 4 prior to that date. In general, since



1910 the number of graduates has increased. The relatively high numbers, 111 and 119, respectively, reported in 1912 and 1913, are due largely to the high points in the curve in figure 1 representing these years, when an unusual number of schools reported. The number of graduates has been about equally divided between boys and girls. The interweaving of the curves representing boys and girls in figure 4 is probably due to the small number of graduates reported annually.

ENROLLMENT BY GRADES.

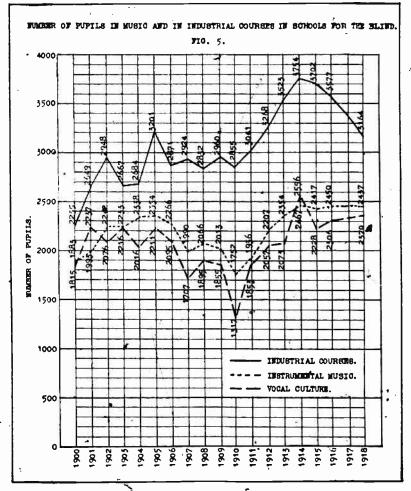
The distribution of pupils by grade groups is shown in Table 3. In the kindergarten, 498 pupils were enrolled; in grades 1 to 4, 2,138 pupils; in grades 5 to 8, 1,614 pupils; and in classes corresponding to the high-school grades, 1,005 pupils. Only 2 of the 62 schools reporting did not make this distribution by grade groups. Of the 5,245 pupils represented in this distribution, 9 per cent were in kindergartens, 41 per cent in grades 1 to 4, 31 per cent in grades 5 to 8, and 19 per cent in high school. About one-fifth of those in high schools graduated. One-half the pupils are below the fifth grade and the other half are in the fifth grade or above.

ENROLLMENT BY COURSES OF STUDY.

The number of pupils enrolled in the different courses of study in schools and classes for the blind are represented graphically in figure 5. The number reported in 1918 was 3,164. Of this number, 1,686 pupils were boys and 1,478 girls. Since 1900 the curve for the number of pupils in industrial or trade training courses has stood above the curves for the enrollment in music courses. The trend of this curve follows that in figure 1, showing that the enrollment in trade courses is proportional to the number of schools reporting. The highest number of pupils in these courses was reported in 1914, when the greatest number of schools reported. The decided drop in 1918 is probably due to war conditions. Presumably most of the trade courses are taught by men, and the draft would necessarily deplete the male teaching force. Further, there was a special demand for men who could teach trade-training courses. In corresponding courses in the other chapters of this Biennial Survey a decrease is shown for 1918.

The number enrolled in music courses is also shown in figure 5. In general the number in instrumental music exceeds the number in vocal culture. A decided drop in the number in vocal culture is noted in 1910 and a decided increase in 1914, which are both probably due to erroneous reports. In general these two curves do not rise so rapidly as the upper curve for enrollment in trade courses. This tendency indicates that increased emphasis is placed on industrial work.





VALUE OF PROPERTY.

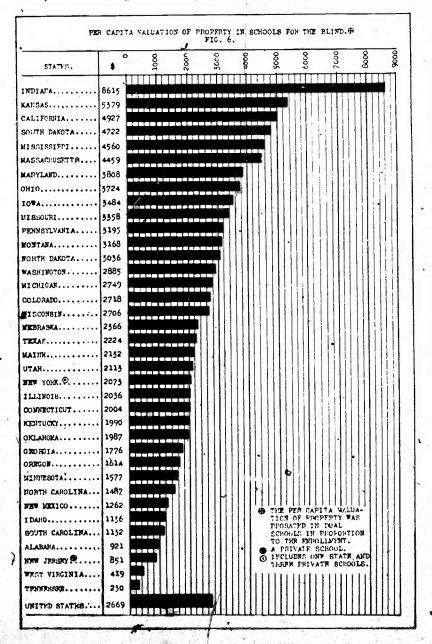
Altogether, 54 schools reported the value of property as follows: Buildings and grounds, \$11,586,064; apparatus, furniture, library, etc., \$1,378,231; permanent endowment or productive funds, \$3,306,964. In 1915-16, 48 schools reported for these items \$10,152,802,\$916,426, and \$3,590,278, respectively. A slight decrease in productive funds is shown. The 6 additional schools reporting the value of property in 1918 may account largely for the increased value of buildings and grounds and for apparatus, etc. Assuming that the 8 schools not reporting the value of property in 1918 had the average value of \$214,357 for buildings and grounds, and \$25,523 for apparatus, etc., the total value of the former item for the 62 schools reporting would be \$13,302,520 and for the latter item.



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\$1,582.415. These amounts are probably high, since city schools for the blind usually do not report the value of property, inasmuch as separate buildings for blind pupils are seldom provided.





VOLUMES IN LIBRARIES.

In schools for the blind two kinds of libraries are usually found, one with books in raised type and the other with books printed in ink. The statistics on the number of volumes in libraries are not very reliable, since dual schools sometimes reported the number of volumes printed in ink with the library-used by the department for the deaf, and since often a school reported the total number of volumes interchangeably, under one nomenclature or the other. As shown in Table 1 the data on the number of volumes in ink vary considerably from year to year, being the lowest in 1910, when 34,754 volumes were reported, and highest in 1916, when 60,622 volumes were reported. The number of volumes in raised type shows a more stable tendency, rising almost steadily from 88,493 volumes in 1907 to 149,621 volumes in 1918. The data on libraries previous to 1907 do not distinguish between these two types. The totals for each year more nearly represent the general tendency to increase the number of volumes. In Table 5 it will be noted that in several instances the library statistics in dual schools have been included in the chapter on schools for the deaf, thereby decreasing correspondingly the number of volumes reported in this chapter. The average total number of volumes in the libraries of the 48 schools reporting is 4,270.

HOW THE STATES PROVIDE FOR THE EDUCATION OF THEIR BLIND.

An index as to the interest manifested by a State in educating its blind is the per capita investment for each blind person in its institutions. In figure 6 it is seen that Indiana has property valued at \$8,615 for each person in its school for the blind. Kansas ranks second, with a per capita valuation of \$5,379. The corresponding average per capita for the United States is \$2,669. In the construction of this figure, only those schools were used that reported both the valuation of property and the total enrollment for the year. A State having large schools necessarily has a lower per capita valuation than a State with a small school, where the per capita cost of housing, etc., is necessarily high. This fact must be considered in judging a State near the bottom of the list. The data on which figure 6 is based are shown in Table 2. In the case of dual schools the valuation of property has been prorated between deaf and blind in proportion to the enrollment in each as shown in the detailed tables of this chapter.

It should be remembered that the schools included in the construction of this figure are not all State institutions. The school representing New Jersey is a private school. Only one of the four schools for New York is a State institution. In all other instances the State is represented by State institutions.



RECEIPTS.

In all, 49 schools for the blind reported their receipts aggregating \$2,385,049, or an average of \$48,674 per school. Of this total, \$2,304,278 was itemized as follows: \$1,724,969, or about 75 per cent, came from public funds; \$89,101, or over 4 per cent, from private benefactions; \$267,336, or over 11 per cent, from endowment funds; and \$222,872, or almost 10 per cent, from other sources. The significant implication of these data is that about three-fourths of the income of all schools for the blind comes from public sources, usually from the State.

Thirteen schools represented in this report did not give a statement of their income. If these schools each received the average indicated above, the total receipts of all 62 schools reporting would be \$3,017,811. This total is only a gross estimate and should be used with caution. The schools not submitting any report whatever for 1917-18 have not been considered in estimating this total.

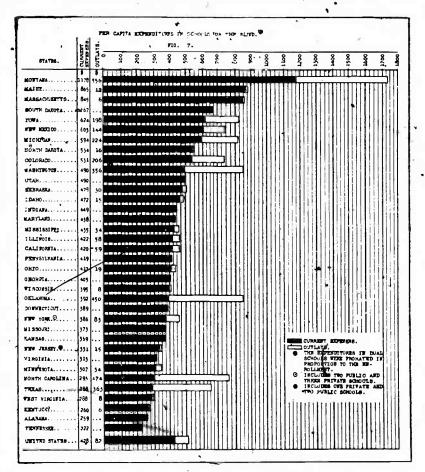
EXPENDITURES.

Altogether, 52 schools for the blind reported their expenditures, amounting to \$2,459,252, or an average of \$47,293 per school. Of this amount \$2,404,169 was itemized by function as follows: For buildings and other lasting improvements, \$393,032, or over 16 per cent; for teachers' salaries, books, etc., \$547,663, or almost 23 per cent; and for other salaries and all other current expenses, \$1,463,474, or about 61 per cent. If the average for the 10 schools not reporting expenditures was the same as that for those reporting, the total expenditures for the 62 schools represented in this report would be \$2,932,182. This amount is almost equal to the estimated total receipts for the same schools given above, viz, \$3,017,811. This comparatively slight difference signifies that these totals are essentially correct. The validity of these estimates is further supported by the fact that receipts usually exceed expenditures.

Figure 7 shows the amount of money spent in 1918 on each person in schools for the blind in the different States represented. The States are arranged in the order of the per, capita cost for current expenses. Montana spent \$1,178 for each person for current expenses and \$556 additional for buildings, sites, or other permanent improvements. Maine ranks second with a per capita of \$865, and Massachusetts third with a per capita cost of \$845. The corresponding per capita amount going for current expenses for the United States is \$428 and for outlays \$82. This graph is a good index as to the importance which a State attaches to the education of its blind. In the case of dual schools the expenditures have been prorated between deaf and blind in proportion to the enrollment in each type of school as shown

in Table 6.





It should be kept in mind in reading this figure that New Jersey is represented by a private school and two city schools for the blind; New York by one State, one city, and three private schools; and Ohio by one State and two city schools. It is altogether proper, however, to include these municipal and private schools in ranking the States, since it is evident that these city and private schools are patronized by State pupils, and, therefore, reduce the responsibility of the State in providing for these blind pupils in a State institution. All the private schools represented in this report receive public funds and usually pupils are admitted at the request of some State officer. They serve, therefore, in several ways as State schools and are properly included in the graph.

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BIENNIAL SURVEY OF EDUCATION, 1916-1918.

TABLE 2.—Per capita expenditures and per capita value of property in schools for the blind, 1917-18.

			Per capita e	expenditu	res.	-	Per	capita	alue of prop	erty.
	States. Schools	Enroll ment in these schools	Total current expenses.	Outlays.	Current ex- penses per capita,	Out- lays per capita.	Schools re-	Enroll- ment in these schools.	Value of property in these schools.	Value per capita
U	nited Stat	52 4,805	\$2,054,743	\$392,942	\$428	\$82	48-	4,854	\$12,955,780	\$2,66
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	ıres:	ģ	other salaries and all other current ex- perses.	=	\$1,463,474	19, 206	37,900 28,612 53,000	2,48,5,5 0,3,0,0,0,0,0,0,0,0,0,0,0,0,0,0,0,0,0,0	110, 981 48, 113 35, 251 35, 886 13, 776	
	Expenditures		For teach: ers' salaries, books, etc.	2	\$547,663	22,374	2,12,50 2,20 80,20 80,00 80,00	13,000 13,800 12,556 31,140	5,000 10,000 14,496	
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			Total.	-	2007,336 \$222,872 \$2,385,049	25,520 27,722 28,846 846	8,0,0,3,8,	38,000 38,351 19,550 1 45,438 283,513	212,702 83,443 6,619	mişed.
		; •	From other sources.	-	222,872	375	5 22 5	12,485	6,50	Includes totals not itemised
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			From State, county, or city.	**	49 81, 724, 969	28,230	8 . 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	28,000 28,992 6,975 37,500	134,998 53,443 46,619	• •
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		TABLE 4.—Summa

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Property.		Value of buildings and and grounds.	16	\$125,000 30,000 60,000 1,065,014 318,992	75,000 970,800 190,000 50,000 1,245,661	97,000 28,000 583,512 588,51	41,785 156,135 30,400 298,334	Includes \$300, the value of the library in another school
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۲		Total	31 -	28, 357 28, 357 38, 876 338, 393 171, 844	15,400 112,084 93,500 (*)	•	80, 920 80, 4, 920 80, 4, 920	· Includes
ures.	For	salaries and sill other current ex- penses.	=	\$18,500 19,468 31,376 212,767 41,796	:	:	57,22,25 57,23,58 58,58 58,58	ures.
Expenditures	For	teach- ers, salaries, books, etc.	91	\$12,500 2,387 78,977 23,748	36,480 17,000 858	6,4 000 000 000 000 000 000 000 000 000 0	16,485 9,728 21,586	xpendit
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		Total.	2-	28,679 315,512 157,732	11. (3) 5.00 (4) 5.00 (5) 5.00 (7) 5.00	(a) 16,500 39,982 44,019	000 G	ipts.
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ipts.	E C	ductive endow- ment funds.	149	86, 902 69, 684	13,573	1 11		No report on receipts.
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Statistics of schools for the blind, 1917–18		Pupils corre- in the spond-	garten, ing to ing to grades grades 1104. \$ 10 &.	Boys. Boys. Girls. Girls. Girls. Girls. Boys. Girls. Boys.	6 7 8 9 10 11 12 18 14	47 0 0 30 18 13 28 3	F 0 0	49 6 4 18 14 15 18 11 13 19 10 0 4 4 5	- w	36 1 0 23 17 11 10 6 9 6 1 6 2	15	101 10 10 30 34 34 38 31 15 55 0 0 0 24 25 25 25 25 15 15 15 15 15 15 15 15 15 15 15 15 15	. 23 o		
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35	-Statistics of schools for the blind, 1917-18-Continued	٤	corre- spond-	nigh school grades.	GI/19.	# #	1-10	2 -	- 20	3 1	12 1	r	<u>e :</u>		8	<u>ec</u>	
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TABLE 6.—Statistics of receipts and expenditures of schools for the blind, 1917-18.		Institution	64	Alabama School for the Bund Alabama School for the Negro Dect and Bund California School for Dect and Bund California School for the Dect and Bund Nursey for Blind Congrado School for the Bund Congrado School for the Bund Initiation School for the Blind Indian School for the Blind Indian School for the Blind Indian School for the Blind Invass State School for the Blind Kentucky School for the Blind Kentucky School for the Blind Kentucky School for the Blind Kentucky School for the Blind Kentucky School for the Blind Kentucky School for the Blind Maxima School for the Blind Maxima Bund Institution for the Blind Maxima School for the Blind Maxima School for the Blind Michigan Employment Institution for the Blind Michigan Employment Institution for the Blind Michigan School for
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CHAPTER VIII.

SCHOOLS FOR THE DEAF, 1917-18.

CONTENTS.—Types of schools included—Dual schools—Schools not reporting—Number of schools—Instructors—Pupils—Enrollment by grades—Graduates—Pupils taught speech—Volumes in libraries—Valuation of property—Receipts—Expenditures—Statistical tables.

TYPES OF SCHOOLS INCLUDED.

From an administrative viewpoint three types of schools for the deaf are included in this chapter: First, those controlled and supported by the State; second, those controlled and financed by private organizations; and, third, those operated as a part of the city public school systems. This latter type is referred to herein as city day schools, since children attend them during school hours generally and are not housed in dormitories as is usually the case in State and private institutions. These three types of schools are kept separate and distinct throughout the chapter. All States, except Delawafe, Nevada, New Hampshire, New Jersey, and Wyoming have State schools for the deaf. Some of the schools in Massachusetts, New York, and Pennsylvania included with the State schools are only semipublic, i. e., they are partly controlled by private organizations but serve as State institutions, receiving pupils at public expense. Some of these schools admit pupils at public expense from other States than the one in which the school is located.

DUAL SCHOOLS.

Altogether, 13 dual State schools are included in this report. The Florida State School for the Deaf and Blind (both white and colored departments), St. Augustine, and the Virginia State School for Colored Deaf and Blind, Newport News, did not report. Altogether, there are 15 dual schools in 14 different States. South Carring and Virginia each provide two dual schools, one for white and the other for colored youth. In Florida, white and colored pupils are taught in different departments of the same school. Dual schools are limited to State institutions. For a more detailed discussion of this type of school, see the chapter on schools for the blind?

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SCHOOLS NOT REPORTING.

In addition to the two dual schools mentioned above, five other schools for the deaf did not report in 1918. They are given here so that this publication may form a complete directory of such schools throughout the United States:

St. Joseph's Deaf-Mute Institute, St. Louis, Mo.
The Davidson School of Individual Instruction, Tamworth, N. H.
New Mexico Asylum for the Deaf and Dumb, Santa Fe at, Mex.
Reno Margulies School for the Deaf, New York, N. Y.
Racine Day School for the Deaf, Racine, Wis.

Table 1.—Review of statistics of all schools for the deaf, 1900 to 1918.

Number of schools reporting: State		_		٠.	\ .	,	,			
State	1908	19377	1906	1905	1904	1903	1902	1901	1900	
State			i							Number of schools reporting:
City day Private. 9.	55		59	- 56学	57	56 1	57	57	1.56	
Private. 9	5	52	60	64	64	54	49			Oty day
Instructors: State	10	17	16	16	16					Private.
State	12	127	135	136	137	127	121	119	114	Total
Men 344 386 379 344 386 790 790 790 896 828 Total 1,012 1,095 1,118 1,730 1,166 1,202 1,242 1,201 City day—Mon 5 7 9 5 5 5 6 5 Women 94 100 113 116 130 135 137 138 Total 99 107 122 121 135 140 143 141 Private—Men 17 20 16 19 17 12 10 10 Women 56 59 59 70 68 71 70 67 Total 73 79 75 89 85 83 80 77 Puplis: 81ste—Male 5,380 5,540 5,862 5,800 5,009 5,662 5,848 5,818 Female 4,398 4,509		i								
Women 638 709 739 746 780 780 806 828 Total 1,012 1,095 1,118 1,730 1,166 1,202 1,242 1,201 City day Mon 5 7 9 5 5 5 5 0 5 Women 94 100 113 116 130 135 137 138 Total 99 107 122 121 135 140 143 141 Private Men 17 20 1b 19 17 12 10 10 Women 56 59 59 70 68 71 70 67 Total 73 79 75 89 85 83 80 77 Pupils: Blate 5,380 5,540 5,802 5,802 5,009 5,602 5,848 5,818 Female 4,398 4,509	0.4			1				1		
Total.	34									Men
City day— Men	74	828	806	780	780	746	739+	709	668	Women
Mone	1,09	1,201	1,242	1, 202	1,166	1,730	1,118	1,095	1,012	Total
Mone										City day -
Women 94 100 113 116 130 135 137 130 Total 99 107 122 121 135 140 143 141 Private— 17 20 15 19 17 12 10 10 Women 56 59 59 70 68 71 70 67 Total 73 79 75 89 85 83 80 77 Puplis: 8 85 83 80 77 70 67 Wale: 5,380 5,590 5,802 5,802 5,009 5,602 5,848 5,818 Female: 4,398 4,599 4,702 4,899 4,699 4,786 4,786 4,786 4,786 4,789 10,528 10,778 10,321 10,634 10,577 City day- 400 433 457 469 522 578 574 602 <t< td=""><td></td><td>- 5</td><td></td><td></td><td></td><td></td><td></td><td></td><td>5</td><td>Men</td></t<>		- 5							5	Men
Private— Mein	14	136	137	135	130	116 ;	113	100	94	Women
Men	15	141	143	140	135	121	122	107	99	Total
Womes	Ч.	:.			}	!				
Womes 56 59 59 70 68 71 70 67 Total 73 79 75 89 85 83 80 77 Pupils: 8 8 8 80 77 Pupils: 5,380 5,540 5,862 5,800 5,000 5,602 5,848 5,818 Male. 4,398 4,599 4,702 4,728 4,849 4,659 4,786 4,759 Total 9,247 10,009 10,624 10,528 10,778 10,321 10,634 10,577 City day- 402 4,780 433 457 409 522 578 574 002 Female 340 317 378 412 460 515 537 522 Total 740 780 835 881 982 1,003 1,111 1,124	ر 🕶 ا									Men
Pupils: State	7	. 67	70	71	68	70	59	59	56	Womes
Pupils: State—Male. 5,380 5,560 5,862 5,800 5,000 5,000 5,662 5,848 5,818 Female: 4,398 4,509 4,702 4,728 4,869 4,659 4,786 4,759 Total 9,887 10,009 10,624 10,528 10,778 10,321 10,634 10,577 City day— Male. 400 433 457 409 522 578 574 002 Female. 340 317 378 412 460 515 537 522 Total 740 780 835 881 982 1,093 1,111 1,124	. 8	77	80	83	85	- 89	75	79	73	Total
Male. 5,380 5,540 5,862 5,800 5,000 5,662 5,868 5,818 5,818 Female. 4,398 4,590 4,702 4,728 4,890 4,659 4,786 4,759 Total 9,≈87 10,009 10,624 10,528 10,778 10,321 10,034 10,577 City day—Male. 400 433 457 469 522 578 574 002 Female. 340 347 378 412 460 515 537 522 Total 740 780 835 881 982 1,003 1,111 1,124 Private—							_			Pupils:
Female: 4,398 4,509 4,702 4,728 4,809 4,659 4,786 4,786 4,789 Total: 9,837 10,009 10,624 10,528 10,778 10,321 10,034 10,577 City day— Male: 400 433 457 409 522 578 574 002 Female: 340 317 378 412 440 515 537 522. Total: 740 780 835 881 982 1,003 1,111 1,124					i	1				State-
Total. 9,547 10,009 10,624 10,528 10,778 10,321 10,634 10,577 City day— Male. 400 433 457 469 522 578 574 602 Female. 340 317 378 412 460 515 537 522. Total. 740 780 835 881 982 1,003 1,111 1,124	5,50	5,818			5,909		5,862	5,560		
City day— Male	4,5	4,759	4,786	4,659	4, 1419	4,728	4,702	4,509	4,398	Female,
City day— Male	10,0	10,577	10,634	10,321	10,778	10,528	10,624	10,069		T/(al
Female 340 317 378 412 460 515 537 522 Total 740 780 835 881 982 1,093 1,111 1,124 Private 340 347 378 412 460 515 537 522	62	000		***	*00	440				City day-
Total 749 780 835 881 982 1,003 1,111 1,124 Private—										
Private-	5	522	537		460	412	378	317	340	Female
Private-	1,1	1,124	1,111	1,093	982.	861	835	₹780	749	Total
	2	~~	000	00.1		~~~	202			Private-
Male					227					
Female	2	301	303	282	290	290	277	281	267	Female
Total	√ 5	533	525	538	507	523	479	494	478	Total
Oradnates:										
State 393 299 283 226 232 193 238 232	- 2									State
City day 3 6 14 3 15 6 2 15						_ 3				City day
Private 9 17 22 26 24 23 13 23	4			23	24	26	. 22	17	9	Private
405 322 319 255 271 222 253 270	8	270	253	222	271	255	319	322	405	



TABLE 1.—Review of Statistics of all schools for the deaf. 1300 to 1918 —Continued.

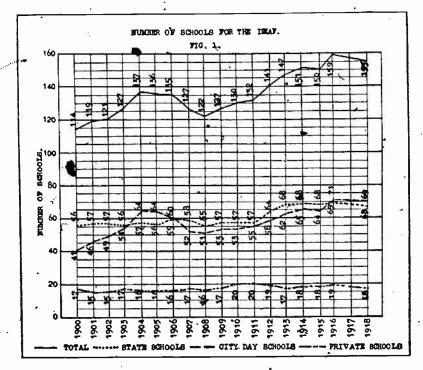
	1909	1910	1911	1912	1913	1914	1915	1916	1918
Number of schools reporting:									
State	57 53 17	57 53 20	57 55 20	64 58 19	68 62 17	68 65 18	68 64 18	69 71 19	68 69 18
Total	127	130	132	141	147	151	150	159	155
Instructors: State –	205								
Men Women	385 835	378 830	371 874	410 930	0:11 3:10	-375 969	468 991	1,076	372 1,003
Total	1,220	1,208	1,245	1,340	1,307	1,314	1, 459	1,518	1,375
City day— Meu Women	5 168	.5 184	8 210	10 224	.9 228	249	1% 270	17 290	305
Total	173	189	218	234	237	257	. 288	307	323
Private— Men Women	11. 85	16 85	14 77	15 69		14 74	₹7.8 13.8	19	20
Total	96	101	91	84	85	88	101	116	123
Pupils: State— Male Female	5,915 4,971	5,681 4,718	5, 987 4, 853	6,087 5,187	5,976 5,094	6,10° 5,240	6,222 5,237	6,415 5,309	6,070 5,246
Total	10,886	10,399	 10,74 0	11,244	11,070	11,346	11,459	11,784	11,316
City day— Male Female	697 622	780 728	811 796	949 979	1,049 8×3	1,130	1, 151 958	1,312 1,050	1,300
Total	1,319	1,508	1,607	1,928	1,932	2,021	2,109	2,3	2,482
Private— Mule Fomale	245 321	282 357	274 419	217 301	216 300		218 294	239 348	320 318
Total	566	639	691	518	516	489	512	. 587	014
Graduates: State City day	178	156	72	130	180	150	211	203	.200
Private	13	7	2	ī	i	<u></u>	· · · · · · ·	3	. '
	191	163	75	133	182	151	212	206	214

NUMBER OF SCHOOLS.

As will be observed in figure 1, the total number of schools reporting in 1918 was 155. Of this number, 68 are State or semi-State institutions, 69 are city day schools, and 18 are private schools. The highest number of schools reporting in any year was in 1916, when 159 reports were received. The decrease this year is due to the failure of a few schools to report and not to an actual decrease in the total number of schools throughout the United States. The number of State and private schools for the deaf since 1900 has remained practically the same. The increase in the number of such schools has been due very largely to the formation of city day-school classes for the deaf. The number has increased from 41 in 1900 to 71 in 1916 and to 69 in 1918. The number of private schools was about the



same in 1918 as it was in 1900. At no time within this period did the number exceed 20. The number of State schools increases slowly but steadily. It is evident that the drop in the total curve in figure 1 from 1907 to 1911 is due to the failure of a number of city day schools to report, since a corresponding synchronous fluctuation is observed in the "long-dash" curve representing these schools and classes as is shown in the "total" curve. The number of schools reporting has a marked influence on the summarized data. For example, note the corresponding drops in 1908 in figure 1, repre-



senting the number of schools; in figure 2, representing the number of instructors; and in figure 3, representing the number of pupils. The deviation from the line of tendency in any year is due more generally to incompleteness of reports than to any other single factor. A truer condition would be presented if lines should be drawn connecting only the highest points in the figures.

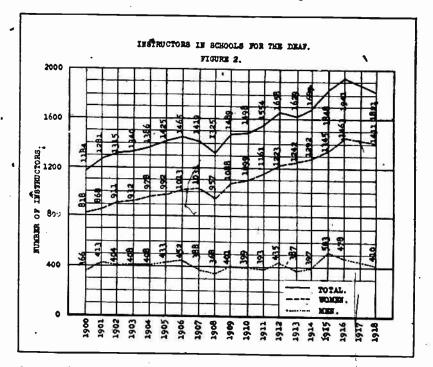
INSTRUCTORS.

Since 1900 the number of instructors in schools for the deaf has increased from 1,184 to 1,821, or 54 per cent; as shown in figure 2. The number of men instructors has remained practically constant,



the corresponding increase being from 366 to 410 within this period of 18 years. The greater proportion of the increase has been in the number of women teachers. In 1900 there were 818 and in 1918 1,411 women teachers in schools for the deaf. The increase within this period has been over 72 per cent.

The teaching "load" in these schools has lessened within the period under consideration. In 1900 the average number of pupils per teacher was 9.3. In 1918 the corresponding average was only 7.9. These figures indicate that the teaching "load" has been



decreased about 15 per cent within a period of 18 years. This means that teachers have greater opportunity for giving individual instruction. It is an index of increasing efficiency.

The number of pupils per teacher is largest in city day-school classes and smallest in private schools. The average number of pupils per teacher in the former in 1918 was 7.7 and in the latter 5.2. The corresponding average in State schools is 8.2. It is evident, therefore, that larger numbers of pupils are taught by a teacher in State schools for the deaf than in city or private institutions. More individual attention is evidently given to pupils in private than in either State or city schools.

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PUPILS.

A rather unexpected situation is revealed by figure 3. A very large proportion of the pupils in schools for the deaf is found in State institutions; of the 14,442 pupils reported in 1918, 11,316, or 78 per cent, were enrolled in State institutions; in 1900 the corresponding ratio was 89 per cent. While the actual number of pupils in State institutions has steadily increased, these schools are enrolling a smaller and smaller proportion of all such pupils. The reason is found in the increasing importance of city day school classes for the deaf. The enrollment in these classes has increased from 749 in 1900 to 2,482 in 1918. It has increased 231 per cent within this period. The number of pupils enrolled in private schools, not serving as State institutions, has not materially increased within this period. The very rapid rise in the upper curve in figure 3 does not indicate that the number of deaf persons in the population has increased so rapidly, but that a greater interest is manifested by States and cities in the education of the deaf and consequently that a greater proportion of deaf persons are enrolled in school.

ENROLLMENT BY GRADES.

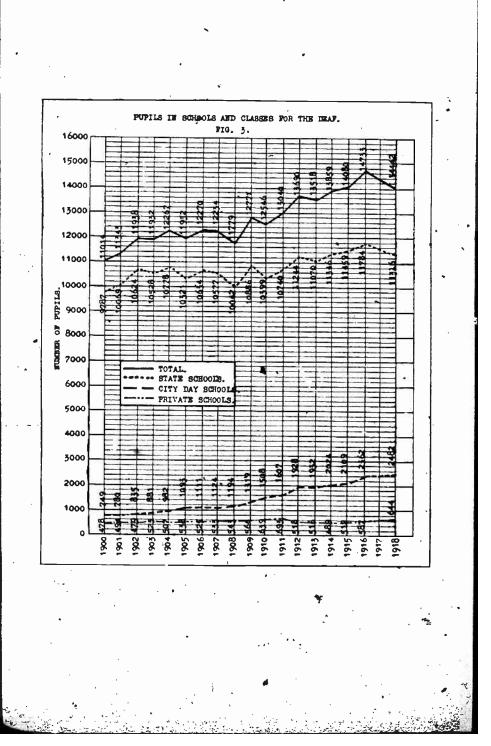
By assembling the data on enrollment by grade-groups found in the summary tables the following distribution is obtained:

Enrollment by grades.

Orades.	Enroll- ment in State schools.	Per cent.	Enroll- ment in private schools.	Per cent.	Enroll- ment in city schools.	Per cent.	Total enroll- ment.	Per cent.
Kindergartens	1,312	12. 2	99	15. 4	213	8.6	1,624	11.7
	5,890	54. 8	317	49. 3	1,513	61.2	7,720	55.6
	3,007	27. 9	205	31. 9	719	29.0	3,931	28.3
	548	5. 1	22	3. 4	30	1.2	600	4.4

This summary does not include the total enrollment in all schools for the deaf, since several schools did not make a complete distribution of their total enrollment. The percentages in the last column show very accurately, however, the relative proportion of pupils in the different grade-groups. Over one-half of the enrollment is found in grades 1 to 4, inclusive. Less than one-twentieth of it is found in high-school grades, about one-ninth in kindergartens, and over one-fourth in grades 5 to 8, inclusive. City schools have relatively small percentages of deaf pupils in kindergartens and in high schools. Private schools have relatively a high percentage of pupils in kindergartens, but below the average percentage in high schools.







GRADUATES.

Prior to 1911 the blank on which the statistics were collected did not specify that only graduates from secondary schools should be reported. Consequently, many schools reported the number completing the elementary as well as the secondary course as shown in Table 1. Since 1911 a more stable increase in the number graduating from secondary schools is shown, as will be noted in figure 4. Practically all graduates are found in State institutions, indicating that city boards of education have not generally provided secondary schools for deaf children. In fact only five cities reported pupils in high-school grades. The reports show that 28 State institutions have 548 pupils enrolled in high-school classes. Altogether, there are enrolled in high-school classes of five city schools for the deaf only 30 pupils, and in four private schools only 22 pupils. Of these numbers, 206, 5, and 3 pupils graduated from State, city, and private schools, respectively. The number of graduates from city and private secondary schools for the deaf has been almost negligible, as shown in figure 4. PUPILS TAUGHT SPEECH.

The following table shows the number of pupils in each type of school who were taught speech during the year.

Pupils taught speech.

			e	
ltems.	State schools.	l'rivate schools.	City day schools.	Total.
Pupils taught speech Pupils taught by the oral method Pupils taught by the auricular method	7,814 6,992 282	537 499 38	2, 406 2, 208 115	10, 767 • 9, 699 435

Of the 14,442 pupils enrolled in schools for the deaf, 10,757, or 74 per cent, were taught speech during the year. In all three types of schools combined, 9,699 pupils were taught by the oral method, i. e., they were taught to speak and to understand the speech of others by lip reading or speech reading. Only 435 pupils were taught by the auricular method, which consists in attempting to improve the hearing of those not absolutely deaf.

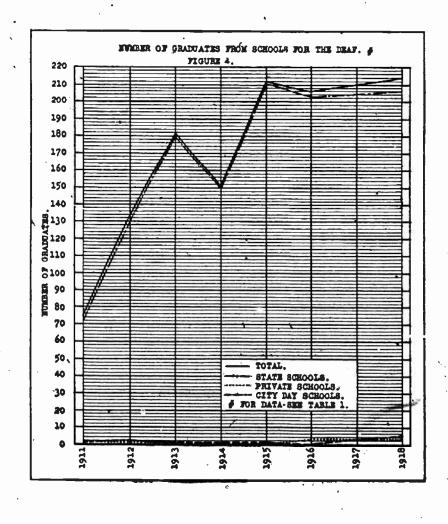
VOLUMES IN LIBRARIES.

As shown in Tables 5, 8, and 11, the total number of volumes in the libraries of schools for the deaf is 144,281 volumes in State institutions, 2,225 volumes in private thools, and 7,153 volumes in city day schools. In the case of three dual State schools the number of volumes given in the detailed tables includes the number of volumes (printed in ink) in schools for the blind. On the other hand, the



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SCHOOLS FOR THE DEAF, 1917-18.





library in another school of this type has been reported with schools for the blind. The total number of volumes reported in all schools for the deaf is 153,659, or an average of 1,652 volumes per school reporting this information. This average in State institutions is 2,531 volumes; in private schools, only 318 volumes; and in city day schools, 247 volumes. It should be remembered, however, that other libraries, are also accessible to children enrolled in city schools for the deaf. The library facilities in private schools are not nearly so adequate as those in State institutions.

· VALUATION OF PROPERTY.

The following summary shows the number of schools reporting and the valuation of the property reported for each type of school represented:

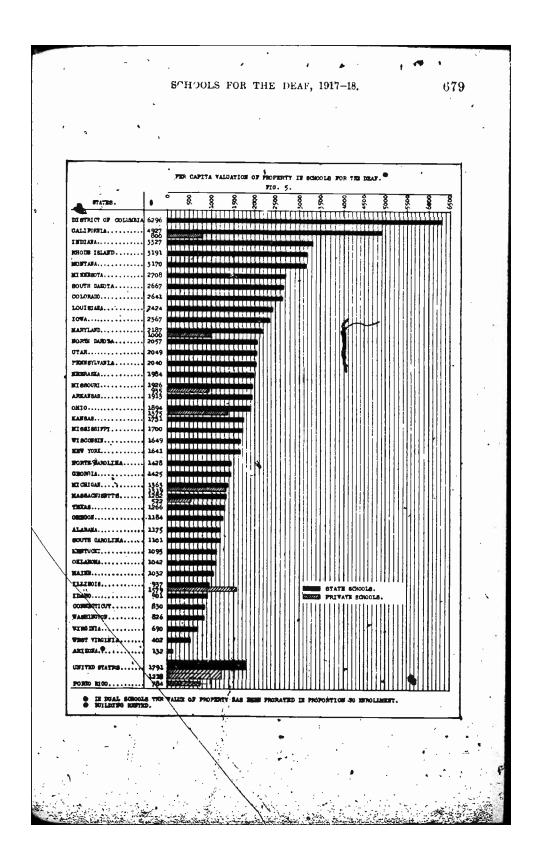
P	7/)1	n <i>et</i>	tı.
		100	

4	Stat	e schools.	Privat	e schools.	City da	y schools.]. `	Total.
Kind of property.	Num- ber report- ing.	Valne	Num- ber report- ing.	Value.	Num- ber report- ing.	Value.	Num- ber report- ing.	مبيقت
Buildings and grounds Scientific apparatus, furni		\$18,266,754	9	\$425,913	7	\$458,600	79	\$19, 151, \$67
ture, instruments, etc Endowment or productive	53	1,581,471	. 8	24,759	21	49,015	82	1 655 245
funds	10	1,838,347	2	87,419	1	8,400	13	1.934 166
/Total		21.6%6,572		538,091		516.015		22, 740.678

Only 5 State schools did not report the value of buildings and grounds, and 15 did not give the value of apparatus, etc. Assuming that each State school not reporting had the same average value of property as those reporting, viz, \$289,948 for buildings and grounds and \$29,839 for apparatus, etc., the total value of the former for the 68 institutions represented in this report would be \$19,716,494 and of the latter \$2,029,056. In the case of dual State schools, the valuation of property has been prorated between schools for the blind and deaf in proportion to the enrollment in each. The total valuation of property in private schools and in city day schools can not be estimated with any degree of accuracy, since so few schools of each type reported this information. In the case of city schools for the deaf, a part of the regular public school buildings is often used as classrooms for the deaf. Consequently few of these schools could supply the data desired.

Altogether, 13 schools reported a total endowment of \$1,934,166. The greater part of this belongs to State or semi-State schools.







A good index as to how well a State provides for its deaf is found in the valuation of property for each one enrolled in its schools for the deaf. A great variation obtains in this respect, as will be noted from figure 5.. The District of Columbia, ranking highest, has an average per capita of \$6,296; while West Virginia, ranking lowest, hastan average per capita value of only \$402. Arizona, with a per capita of \$132, rents the buildings used by its school for the deaf. The average per capita for the United States is \$1,791 for State or semi-State institutions and \$1.218 for private schools. California and the District of Columbia seem to form a separate class in the investments which they have made for deaf pupils. The next highest State. Indiana, has only about three-fifths the per rapita value shown for California and only about one-half that shown for the District of Columbia. Little information would be derived from attempting to show the per capita value of property in city schools for the deaf, since so few cities report the valuation of property. RECEIPTS.

The receipts of city day schools for the deaf are inseparably bound up with the total receipts of city public schools. So few city schools for the deaf reported receipts that it was not thought advisable to tabulate the returns.

Amounts received from the various sources for State and private schools.

		٠.		
Source of revenue.	Amount for schools (59 reporting).	schools		8 schools
	Amount reported.	fer cent of total.	Amount reported.	Per cent of total.
From State, city, or county From private benefactions. From productive endowment fund. From other sources. Total amount distributed. Total amount.	19, 800 171, 121 206, 625 3,817, 933	89, 6 , 5 , 4, 5 5, 4 100, 0	\$6,828 41,851 4,340 34,867 87,886 87,886	7.8 47.6 4.9 39.7 100.0
\	'	į,		l

Part of this amount was not itemized as to source.

In State schools almost 90 per cent of the revenue comes from public sources, and in private schools over half the revenue comes from private benefactions and productive funds. In private schools almost 40 per cent comes from other sources, most of it presumably from tuition fees. In State or semi-State schools only 5 per cent of the revenue comes from private benefactions or productive endowment.

Only 59 State schools reported receipts, the total being \$4,494,484, or an average of \$76,177 per school. If each of the 9 State schools



not reporting receipts received the same average amount, the total receipts for State schools would be \$5,180,077. This estimate for State schools does not take into account the 3 State schools which submitted no report whatever. Not even a gross estimate is possible in ease of private schools, since only 8 out of 18 reported their receipts.

EXPENDITURES.

Altogether 61 State schools for the deaf reported expenditures, the aggregate amount reported being \$4,292,789, or an average of \$70,378 per school. If the other 8 State schools not reporting incurred the same average expenses, the total amount spent by the 68 State schools reporting in 1918 would be \$4,855,822, which is almost as much as the estimated total receipts for the same schools, viz, \$5,180,077. The total amount spent by the 8 private schools reporting was \$102,990, or an average of \$12,874 per school. The unusual amount of \$42,682 spent for buildings by one private institution has materially increased this average. Omitting this one relatively large school from consideration, the average expenditure in the other 7 schools is only \$5,525.

Distribution of expenditures in State and private schools.

ر اند	Expenditures.	.	Amount spent by State schools.	Per cent of total,	Amount spent by private schools.	Per cent of total,
For teachers' saluri	asting improvements es, books, etc nd other current expense		1 267 945	10.6 30.6 58.8	\$50,089 20 173 32 728	48.6 19.6 31.8
Total amoun	t distributed		4,136-566	100.0	102.990	100.0
-					•	i

In State schools about one-tenth of the total expenditures are made for outlays. In private schools the expenditures for the same purpose were unusual in 1918. In State schools about, three-tenths of the expense is incurred for instruction. In both types of schools the expenditures made for "other salaries and other current expenses" are about double the amount spent for teachers' salaries, books, etc., i. e. for instruction. Presumably, the greater portion of this large group of expenditures is incurred because pupils are housed and boarded in the school dormitories.

Only 49 city day schools for the deaf reported their expenditures. Usually, financial accounts for such schools are not kept by the teacher or principal, but by the superintendent or the board of education. Table 17 shows the amount spent by each of the 49 cities reporting. The total amount spent for all purposes was \$294,952, or an average cost of \$195 per pupil enrolled. Assuming that this

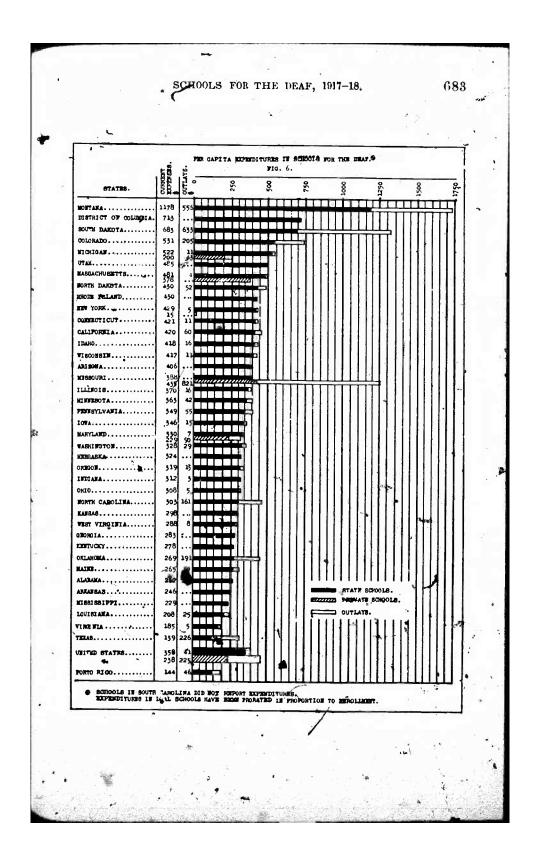


average applies to all pupils enrolled in such schools, viz, 2,482 pupils, the total cost of maintaining all city day schools for the deaf would be \$483,990. The total amount spent for instruction, usually for teachers' salaries, was \$215,330, or an average of \$,080 per teacher. This average represents rather accurately the average salaries of teachers in city day schools for the deaf. It may be slightly too high, since it includes both the salary of the teacher and other expenses of instruction, such as books, pencils, paper, etc. In many instances the round numbers given in Table 17 indicate that only the teachers' salaries were reported under this item of expenditure (column 4).

The per capita expenditures in schools for the deaf is shown graphically by States in figure 6. Montana ranks highest both in the total expense incurred, \$1,734, and in the amount spent for current expenses, \$1,178. The District of Golumbia ranks second, with a per capita current expense of \$713. Texas had the smallest per capita for current expenses, \$139. The average per capita for current expenses for the United States is \$358, and for outlays, \$41. The corresponding averages for the United States for private schools are \$238 and \$225, respectively.

The "open" portion of the bars represent per capita expenditures for buildings and other lasting improvements. This item will varyaconsiderably from year to year for the various States, and consequently is not considered in ranking the States. It is shown additionally to indicate the total per capita expense incurred by any State for the year considered. Where the open bar is long, the State represented evidently incurred an unusual expense for permanent improvements. In the case of dual schools the expenditures have been prorated between deaf and blind schools in proportion to the number of pupils in each type of school.







684 BIENNIAL SURVEY OF EDUCATION, 1916-1918.

TABLE 2.—Per capita value of property in schools for the deaf, 1917-18.

rty capita	Value of property.	Enmile	Number			•		*
i	•	ment.	of schools report- ing.	Value ex per capita.	Value of property.	Enroll- ment.	Number of schools report- ing.	States.
672 \$1,18	\$450,672	382	•	\$1,791	\$19, 648, 125	10, 970	64	United States
				1,175	256, 065	218	7	Alabama
				132	5,000	38	1	ArizonaArkansas
00 80				1,913	700,000	366	2	Arkansas
ויטן אי	32, (10)	40	1	4,927	960, 765	195	1 ;	California
				2,641	380, 304	144	1	Colorado
		1	1	830	220:\$10	266	2	O
		li		6, 296	1,020,000	162		Connecticut
1		1 .	1	1,425	302,000	212	2	Georgia
				901	55 000	61	i i	Idaho
886 1,57	206.886	. 131	1	937	55,000 353,257	377	·i	Illipois
		1 (1	١.		
				3,327	981,507	298	1	Indiana
				2,367	452, 254	4 191		10 W &
	· · · · · · · · · · · • •			1,734	385,950	223	1	Kansas
	· • · · · · · · • •			1,093 2,424	345,300	316	2	Kentucky
				2,929	351,500	145	1	Louislana
	 			1,032	116,720	113	1 1	Waine
	46,000	46	2	2, 187	328,000		1 2	Maryland
	9,400	18	1	1,298		191		Massachusetts
843 1,3	45, 843				396,660	' 291	1	Michigan
	!			2,708	655,371	242	1	Minnesota
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	1	1		3 170	247 260		1 1	Montane
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	[. .			1,641	3,086,576	1,881		New York
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				1,428				North Carolina
000 1,3	122 000				205, 664		1	North Dakota
		1	1 -		920,300		1 1	Ohio
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1	i		1	1,	122,000	100	1 '	Oregon
				2,040	2, 315, 232	1, 135	. 5	Pennsylvania
,600 7	30,600	39	. 1		4 , .		. .	Porto Rico
	· j - · · · · · · · ·	• • • • • • • • • • • • • • • • • • • •		3, 191		94	.1	Rhode Island
	i:		Į				. 1	South Carolina
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	1						- 1	TT EMPORED BY TOMO
•	1			402	1 09,900	174	. 1	West Virginia
	.! .! .!			1	1		1	West Virginia
	1				1	174	ŀ	West Virginia
	9, 45, 46,	18 34 50 24 39	1	2,187 1,288 1,383 2,708 1,700 1,700 3,170 1,904 1,641 2,087 1,104 2,087 1,101 2,667 1,101 2,667 1,208 1,101 2,667 1,208 1,208 1,101 2,667 1,208	555, 371 299, 134 343, 000 247, 280 . 367, 000 3, 086, 576 510, 804 926, 300 22, 315, 232 300, 010 135, 423 160, 000 703, 928 245, 583 145, 590 118, 113	291 242 282 282 283 185 1,881 1,881 100 489 316 103 1,135 1,135 1,231 60 60 556 115 1,135	2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Mississippi Missouri Montana Nebraska New York North Carolina North Dakota Ohio Oklahoma Oregon Pennsylvania Porto Rico Rhode Island South Carolina South Dakota Texas Utah Virginia Washington Yorginia Washington Yanginia

¹ Per capita value, excluding Porto Rico, is \$1,218.



Data for 1915-16.

TABLE 3.—Per capita expenditures in State and private schools for the deaf, 1917-18.

	. •			State insti	tutions.	_		į t	Ī	'rivate in	stitution	15.	
	States.	Number report-	Eurollment.	Curent expenses.	Outlays.	Currentexpenses per capita.	Outlays per cap-	Number report-	Enrollment	Currênt expenses	Outlays.	Current expenses per capita.	Outlays per cap-
•	United States	62	10, 779	\$3,854,508	\$438,291	\$35A	- ,¥1	8	223	\$52,901	\$50,069	\$238	32
	AlabamaArizonaArkansasCaliforniaColorado	. 2	218 38 366 195 144	57,154 15,445 89,439 51,909	0 0	262 406 246 420	1 0						::
	Connecticut District of Columbia Georgia Idaho Illinois	i	198 162 212 61 377	60,000 25,520	1.1,000	421 713 283 418 370	16 16					!	
	lndianalowa Kansas Kentucky Louisiana	1 2	298 191 223 316 145	66,139 66,672 87,709	1	312 346 298 278 206	3 15 0 25						
	Maine. Maryland Massachusetts. Michigan. Minnesota	.! 2	291	91,810 151,903	5,526 1,058 692 3,132 10,500	265 330 481 522 363	50 7 4 11 42	2 1 1	46 18 34	10,538 6,805 6,808	1,473	200	
	Mississippi Missouri Montana Nebraska New York	1	i 78			229 388 1.178 324 429	j	2	34	500	42,682	. 15	† :
	North Carolina. North Dakota	1 2	100 489 316	42,999 150,775 85,075	58,349 5,231 2,500 60,462 1,510	303 430 308 269 319	52 5 191			• • • • • • • • • • • • • • • • • • • •			
	Pennsylvania Porto Rico Rhode Island South Dakota Texas	. i	94	40, 493 41,000	35,000	430	6.13				1,798		
•	Utah. Virginia. Washington. West Virginia. Wisconsin	. 1	211 143 174	39,000 46,904 50,112	1,392	j 328	29			· · · · · · · · · · · · · · · · · · ·			
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	***************************************	<i>:</i>				•5 2	"				4. 7 €		7,



4.—Summary of statistics of instructors and pupils in State schools for the deaf, 1917–18.	Pupils in the kinder-sponding to grades corresponding to high sparten.	Girk. Total. Boys. Girls. Total. Boys. Girls. Total. Boys. Ohrls. Total.	10 11 12 13 14 15 16 17 18 19 20	. 589 1,312 3,196 2,694 5,890 1,531 ,,476 3,007 263 285 548	4 10 61 34 119 18 16 34 141 10 24 22 38 94 66 160 75 129 204 4 10 14 6 13 56 23 46 47 36 84 7 15 0 0 51 43 94 25 24 47 1 2 3		5.6 107 90 497 10 22 72 4 9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	10 30 31 61 22 20 42 11 36 32 68 62 50 112 58 76 58 131, 33 45 78	3 5 42 43 K5 45 34 78 78 4 6 0 0 0 0 104 88 192 49 34 K5 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 114 100 244 71 38 109 2 7 9 24 59 12 311 48 55 16 20 35 1 5 6 8 14 83 82 165 49 45 16 10 25 6 6 14 22 18 40 23 19 42 16 27 43	
ics of instructors and pur	Pupils enrolled. Pupils	Boys. (iirls, Total. Boys.	80	6.070 5,246 11,316 723	116 102 218 6 25 13 38 16 1199 177 349 16 118 77 193 7 75 69 114 0	140 126 266 39 84 78 162 3 317 95 212 33 34 27 61 8 193 184 377 8	140 149 288 28 91 100 191 0 130 87 223 0 154 162 316 27 76 66 145 9	59 54 113 7 81 69 150 20 101 90 191 3 160 131 291 35 140 102 242 0	158 124 282 0 39 78 8 99 77 8 98 87 185 11 9,033 848 1,881 204	217 145 3d2 0 48 52 100 35 226 223 489 35 154 162 316 6 43 103 8	
Summary of statisti	Instructors.	Men. Wo- Total.	+	372 1.003 1,375	7 1 16 23 12 15 30 17 25 15 25 15 26 25 15 26 26 26 26 26 26 26 26 26 26 26 26 26	2 12 25 15 25 25 25 25 25 25 25 25 25 25 25 25 25	7 18 25 16 18 28 15 28 16 14	120243 222111 3222111	17 15 32 35 4 17 5 20 242 242	13 35 15 16 17 10 10 12 12 12 12 12 12 12 12 12 12 12 12 12	
Taber 4.—	Num- ber of Schools	report ing.	84	38	n=n==	******			00 m m m db	8000	
7.	Btaton.	•	. 1	United States	Alabama Arisona Arisona California Colfornia	Competicut. District of Celumbia. Geograp. (deubo.	Trickens fore. Kennes Lentucky Louistens	Maryend Marytand Massechusetts Michigan Mimosota	Mississippi Missouri Montalis Nobrakia, New York	North Carolina North Dakoka Oblo Oklahoma Oregon	



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•	s	CHOOLS FOR	THE DE	AF, 1917-18	3.	68 7	•
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•	Pentnayivania, Rhode Island Borth Caroline Borth Dakota Temessee Temessee Tonas Vignas Washington Washington Washington	·		,	, , , , , , , , , , , , , , , , , , ,		
	PART CHAPPER			ي برق پيچ همد اي دي	ا ما در استان این از این از این از این از این از این از این از این از این از این از این از این از این از این از		AT 2



71,245 Amount of per-manent endow-or or pro-brui or pro-383 (64 schools reporting) 250 528 528 528 Value of scientific apparatus, fur-apparatus, fur-niture, finstru-mente library, etc. 870 870 870 878 888 588888 88888 25 5 5 8 3 S \$1,581,471 31 58.85 \$ 88% 5888 8888 58888 58888 2000 S \$18,266,754 Value of buildings said stowns. -7 850 450 6,000 6,000 7,000 1,120 1,225 1,225 1,300 1,30 5.—Summary of yraduates and miscellaneous items in Stote schools for the deaf, 1917-18. 85588 144,281 20 al esamlo/ 58258 8 l'upils in the industrial de-partment. Total -04:18 88:12 8:12 12 4483 clris. 3.096 o អ៊ីឌ**ន**អ៊ី Boys. 33: 85 Pupils taught by surjcular method. Totala 5000 15 121 2 Girls. 17 191 <u>*</u> Boys. 115 101 178 862 8552 Ď, 5 IntoT ! Pupils taught oral method. 1208 ឌ⊏មន្ង អ៊ុកឱ្យន 288 £ 42£ 3,251 2 Girls. 8 = 28 88888 33888 2882 2882 741 130 ys. 8558 #3888 **3** 7,814 121 38 38 167 143 97 80 80 80 169 169 169 169 80 7 3 6 2 Total. s taught during year. 88 250 23.88.8 (iltla: Pupils t speech 4,278 8272 13078. \$ teacher classes. .latoT Papils in training of CITIS. 0000 00000 00000 Boys, TABLE Oraduates in 1918. Total. ğ .धंगे OF- 00000 44000 0040 oga ig Boys.



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	SCHOOLS	DOD MILE			
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States.			Receipts (only	uly 59 school	59 schools reporting).			Expen	Expenditures.	
	Number ofschook report- ing.	From State, county, or city.	From private bene- factions for permanent equipment and current expenses.	From pro- ductive endow- ment fund.	From other sources.	Total.	For build- ing and lasting improve- ments.	For teach. Salaries and ers. salaries and books, etc. current a corporate co	For other salaries and all other current expenses.	Total.
	04	*	1 +	9	•		; 20	3	2	=
United States.	19	£3, 420, 387	\$19, 800	\$171, 121	\$206,625	\$4, 494, 484	\$438, 291	\$1,267,945	\$2, 430, 530	\$4,292,795
Alabama. Articos Articos Articos Outloomis Control Commenting		33 025 15,000 18,000 111,878		9	+ 1100 + 1100	82,025 15,445 82,715 111,879	11, 700	18, 739 6, 740 11, 817 43, 936 76, 490	38, 415 8, 705 78, 122 37, 973	97, 154 15, 445 89, 839 83, 669 106, 082
District of Columbia Georgia Glando	- 00 0	60,000 27,206 159,100	00	00	00	27, 206 159, 100	2, 109 1, 000 6, 000	45,091 11,830	38, 294 38, 000 13, 690 139, 600	85,58 15,58 90,00 14,58 90,00 14,58 16,58
indiana. Iowa. Iowa. Emrocky Emrocky		103,448 86,370 86,370 29,868 29,868	D	350	6, 161 2, 832 4, 318	103, 448 72, 531 69, 332 87, 536 32, 270	3,000 0 3,638	25, 701 14, 000 19, 810 24, 390 15, 411	67, 107 52, 139 46, 862 63, 318 14, 838	3,5,5,5 3,7,5,13,5,5 87,8,2,5,13,5,5 87,8,13,5,5,5,5,5,5,5,5,5,5,5,5,5,5,5,5,5,5,
Klaine Maryanid Ma		35,362 37,500 57,437 121,000 106,300	4, 201	11,963	1,694 13,789 38,789 7,280	35, 497 1,48, 657 87, 390 159, 799 113, 563	5,526 1,058 892 3,132 10,500	12,500 17,337 41,884 29,287 31,421	17, 471 32, 224 49, 926 122, 616 56, 540	33, 487 50, 612 153, 620 406 406
Mississippi Ciscouri Montans Nobresta New York	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	47, 700 109, 500 60, 000 392, 289	5, 688	97,672	2,640	50,340 109,500 60,000 11,061,214	43,364	7, 694 35,000 47, 066 26,000	32, 530 74, 500 44, 790 34, 000 579, 521	40, 221 109, 530 135, 250 60, 000 816, 921



	SCF	OOLS	FOR TH	E DEAF,	1917–18.		691
	1985年 1985 1985		,				. •
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	40, 816 51, 852 51, 852 83, 285 81, 285 91, 020 18, 630 18, 630 18, 630 22, 200 22, 200 22, 21						
	88, 231 2, 231 2, 231 2, 231 2, 231 3, 510 6, 20 6, 20 1, 510 1, 0	emized.					
	18. 18. 18. 18. 18. 18. 18. 18. 18. 18.	* Includes \$487,718 not itemized.	,			•	
1	8,068 900 25,675 7,683 0 0 0 2,727 2,727	* Includes		`	· .	•	•
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-	8, 125 0 0	,				·	9
	186, 288 114, 288 127, 288 127, 288 128	-		•	•	• .	
	: 	itemized.		,			
		Includes \$9,463 not itemized		•			÷
	North Carolina North Dakota North Dakota Optaboms Oregon Oregon Panasy Vapin Panasy Rata South Dakota Texas Virginis Wasthington Wasthington Wasthington					•	



Table 7.—Summary of statistics of instructors and pupils in private schools for the deaf, 1917-18.

											🔪	·					-	-	_
States.	r of schools re-	Inst	Hict	ors.	CIT.	Pupi rolle	ls d.	the	ipits kind aster	ler-	corr	class respo to gr	nd- sdes	cor	class respo to gra 5 to	nd- ides	corr ing	class tespo to hi choo rade	nd- gh-
	rdun. R	McD.	Wошев.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys	Glrls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	18	14	15	16	17	18	19	20
Total	18	20	103	123	326	318	644	52	47	99	165	152	317	92	113	205	15	7	22
California. Georgia. Illinois. Louisiana. Maryland.	1 1 1 2	1 1	6 4 17 8 12	7 4 17 9	40 2 69 25 3	12 62 32 43	40 14 131 57 46	1 5 0	 4 8 0 4	5 13 0 4	20 1 42 20 2	6 30 19 29	20 7 72 39 31			16 2 47 18 11		0	2 0 0
Massachusetts Michigan Missouri New York Ohio	1 1 2 2 1	3 3 5 2	1 2 13 12	1 5 16 17 5	8 22 25 39 13	10 12 27 23 11	18 34 52 62 24	14 7	10 0 12 1	18 0 26 8 4	0 18 9 10 5	9	28 18 16	10	0 2 6 9 7	0 6 8 19 12	12		0
Pennsylvania Porto Rico South Dakota Wisconsin	1 1 1	 0 5	9 5 1 10	9 5 1 15	24 17 39	26 22 1 37	39 1	. 0	3 0 4	10 0	11 6 21	14 5 1 20	1	5 11 11	17 17	28		0	i

Table 8.—Summary of statistics of graduates and miscellaneous items in private schools for the deaf, 1917-18.

		rad		. te	'upi	nt		upi ugi		ts	upi	nt	1	upi n th	e		Propert repo	y (9 scho orting).	ols
Location.		tes 1		<u>d</u> i	peec urir e ye	ng	b	y or	al l	rf	cult	ar	de	ria par ieni	ا ا ا	library.	of buildings grounds.		of perma- endowment productive
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girts.	Total.	Boys.	Girls.	Total.	Воуј.	Girls.	Total.	Volumes in Jibrary	alue	et ta	Amount of nent end of pro fund.
1	2	8	4	5	6	7	8	9	10	11	12	18	14	15	16	17	18	19	20
Total	3	0	3	306	232	587	282	217	499	23	15	38	121	196	317	2, 225	\$425, 913	\$24,759	\$87, 419
California	000	0 0	0 0	20	15	90	90 16	25	100	0	3022	10 3 0 6 2	12	68 22 0	20 68 34	400	200,000	6,886	
Massachusetts Michigan Missourt New York Ohlo	0	0	0	8 21 21 21 21 13	10 12 24 7 11	18 33 45 28 24	21	10 12 20 7	33 39 28	0 2 0	0	0 6	0 2 16 7 10	0 8 18 6	10 34 13 20	225 300	8,400 43,570 41,843 30,000	2, 273 5, 100	0
Pannsylvaniá. Porto Rico. South Dakota: Wisconsin.	, 1	Ö	1 'ò	24 17 30	22 1	50 39 1 62	- 90	25 22 1 29	1		3	4	18 9 27	15	42 24 52	100	27,600	3,000	ò



Table 9.—Summary of receipts and expenditures of private schools for the deaf, 1917-18.

			1	Receipts	· · · ·	,		Expen	ditures.	
States.	Num- ber of schools report- ing.	From State, county, or city.	From private benefactions for permanent equipment and current expenses.	ductive endow- inent	sour- ces.	Total.	For build- ing and lasting im- prove- ments.	tench- ers' salaries,	For other salaries and all other surrent ex-	Total.
1	9	8	4	5	6	7	8	9	16	11
United States	8	\$6,828	1 41,851	\$4,340	\$34,867	\$87,886	\$50,089	\$20,173	\$32,726	\$102,990
Maryland Massachusetts Michigan Missouri New York Porto Rico	2 1 1 2 1	2,250 2,429 0 0 2,149	1,933 1,409 5,918 27,444 500 4,647	4,340 0 0	3,507 21,016 0	13,857 8,219 9,425 48,460 500 7,425	4,136 1,473 42,682 0 1,798	2,791 2,390 3,765 10,360 500 367	7,747 4,415 3,043 12,274 0 5,249	14,674 6,805 8,281 65,316 500 7,414

TABLE 10.—Summary of statistics of instructors and pupils in city day-school classes for the deaf, 1917-18.

States.	er of schools ra- porting.	Inst	ruct	ors.	eı	Pupils	i.	the	ipils kind arter	ier-	cor	clas resp ing t	ond-	cori	class respo ng to les 5	nd-	oor	class respo to hi choo rade	end- igh- l
	Number	Men.	W ошеп.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Br.ys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	8	4	4	6	7	8	9	10	11	12	18	14	15	16	17	18	19	20
United States.	69	18	305	323	1,300	1, 182	2,482	103	110	213	792	721	1,513	384	335	719	17	_ 13	30
California	6 1 3 1	3	20 1 37 1	40 1	1	3	154 4 316 8	1	7 13 1 2	12 1 22 1 3	120	54 3 102 3 7	3			41 72		1	1
Massachusetts Michigan Minnesota Missouri New Jersey	13 2 2 2	.0 1	38 31 6 10	84	145 23 64	119 30 43	319 264 53 107 105	16 2 5	8	17 23 8 7	84 13 57	37	24 a 94	66 45 8 2 36	29 13	21 6	2 	5	7
New York Ohio Oregon Texam Washington	1 6 1 1 4		37 28 2 2 10	29 2 2	13 10	98 12 4	374 204 25 14 88	0	19 8 4 0 7	26 15 6 0 11	5 8	4		6 2	24 4	10 2			
Wisconsin	23	3	66	69	252	181	433	27	21	48	142	106	247	64	40	104	15	g	23



	Amount of permanent endownent endownent or productive fund.	8 1	95, 400		8, 400			
Property.	Value of sci- entific entific apparatus, furmiture, instru- ments.	31	510,615	88.8	38,300	4,300	6,615	
Pron .	Vathe of build-ings and grounds	71	\$458,600 \$49,015	2,500	235,500	142,600	œ, 000 j	
	Vol- umes in li- brary.	0,7	7, 153	2 8	2, 257 168 30 1, 192	306	2,490	
연구분	ĒŽ	<u>.</u>	17.	2 4	\$ \$ \$ \$ \$ \$ \$	178 136 15	230	
Pupils in the industrial department	2	22	374	2 2	\$ <u>9</u> 8000	8600 1-	20	
<u>Paš</u>	Boys	12	398	6 8	92201	27.2	7	
ij.	To Tail:	. 2	115	8	2,82°	64	30	
Pupils taught by auricular method.	Girls	15	18		45°	- 6	=	
P.S.	Boys. Girls.	±	8	12	2,90	- 2	61	
ă	4.13 -i.	e:	2,208	14. 36.34. 14.	55888 5588 558	£223±8	405	
Pupils taught by oral method.	Girls	야.	1,065	 22 12 4 20 	24 ± 5 × 5	189 97 12 45	170	ļ
200	Boyg	Ξ	1,143	8-84-2	និនឧឧឧ	35254	ឌី	,
### .	F 3	9	2,406	138 288 3	52884 52884	8 1 2 4 3 1 8 4 3 1 8 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	8	
Pupils taught speech during the year.	4	"	1,145	1:4840	75 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	822.4.3	176	
Pup spee	Boys. Cirk	æ	1,261	2000	25222	38202	244	
cher.	47. -i		15	61	700		10	
Pupils in teacher training classes.	Girk	t-	13	64	-a o		10	
Pup() train	Boys. Girk	٠,	0		0 0			
1918	7. <u>iai.</u>	•	5	-				
Graduates in 1918.	Girls.	**	8		0			•
Grade	Воуз.	91	(es	-	-	-	-	
- Capper					·			
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TABLE 13.—Statistics of receipts and expenditures of State schools for the deaf, 1917–18. Expenditures.	·		Total School	ors i	FOR THE DEAF, 1917-18.	69 9
TABLE 13.—Statistics of receipts and expenditures of State schools for the draf, 1917–18. Prom tonic for the draf, 1917–18.		aditures.		2	<u> </u>	
TABLE 13.—Statistics of receipts and expenditures of State schools for the deaf, 1917— Prom. Pro		Ехрег	For teachers' sularies, books, etc.	•	2 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	
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	TABLE 13.—Statistics of receipts and expenditures of State schools for the deaf, 1917-18.—Continued.

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o de la constante de la consta	Dartitution.	From State, county, or city.	From private benefactions for permannant and course the	Prom productive endowment fund.	From other sources.	Total	For building and last prove-ments.	For teachers' salaries, books, etc.	For other salaries and all other current expenses.	Total.
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Fediam, Miss. Fulton, Mo	Institute for the Deaf and Dumb Institute for the Deaf and Dumb (Negro) Missourf School for the Deaf. Missourf School for the Peaf. Missourf School for the Peaf. Negro) Missourf School for the Peaf. Negro)	\$47,700 109,500		0	\$2,640	\$50,340	• \$43,364	35,000	\$32,530 74,500	\$40,224 109,500 • 135,220
Omaha, Nebr Albeny, N. Y. Buffalo, N. Y.	Nebrasia School for the Deaf. Albany Home School for the Oral Instruction of the Deaf. Le Content Et. Mary's Institution for the Improved In.	60,000 17,740 65,312	\$2,391			60,000 17,740 67,703		8, ±8	34,000 14,250 47,145	60,000 18,450 67,672
Malone, N. Y. New York (904 Lexting-	struction of Deal Bules. Northern New York Institution for Deaf Bules. Association for the Improved Instruction of Deaf Bules.	49,873			717	321,383		5, ros 46, 105	33,843	39, 511 106, 757
ton Ave.), N. Y. New York (Station M.),	New York Institution for the Instruction of the Desisnd	147,550	1,586	\$97,672	135	247,543	069'6	62,727	169,584	242,001
N. Y. Rochetter, N. Y. Rome, N. Y. Westchester, N. Y.	Dumb. Western New York Institution for Deef Mutes. Central New York Institution for Deef Mutes. 84, Joseph's Institute for the Improved Instruction of Deaf	64, 227 47, 587 0	1,711	000	11,025 230 85,140	75, 252 47, 817 1 233, 186	00	20, 827 16, 728 51, 019	40,748 31,088 182,211	61, 675 47, 816 233, 230
Morganton, N. C. Raleigh, N. C.	Mutee. North Casolina School for the Deaf. North Carolina School for the Blind and the Deaf (Negro)	88,500	0	0	8,068	98,568 • 64,768	14,649			97,463 20,656
Devils Lake, N. Dek. Columbus, Ohio. Sulphur, Okla.	North Dakota School for the Deaf North Dakota School for the Deaf Oklahorma School for the Deaf Oklahorma School for the Deaf Oklahorma School for the Deaf Oklahorma School Bland and Oklahorma (Norro)	149,595	c	£, c	0	149, 28, 28, 28, 28, 28, 28, 28, 28, 28, 28	9,4,4 <u>4</u> ,8,		(8)8)3 (8)4 (8)4 (8)4 (8)4 (8)4 (8)4 (8)4 (8)4	5.38 88,23 88,23 88,23 88,23
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Philadelphia (2201 Bel- mont Ave.), Pa.	the Desfand Dumb. Home for the Training in Speech of Ivest (hildren before They Are of School Age.	23,400	2,125	823	81	26,863		13,094	16,730	738'87

BIENNIAL SURVEY OF EDUCATION, 1916-1918.



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Amount of permanent endowment or productive fund.

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TABLE 17. - Expenditures in 49 city day schools for the deaf, 1917-18.

•	ŧ		Expend	ltures,
Location of school.	Number of teachers.	Number of pupits.	For teachers' salaries, books, and other expenses, of instruc- tion.	For all other purposes.
• 1	2	8	4	
acrazuento, Calif	2		\$2,904	*100
an Diego, Calif	í	16 <u>.</u>	1,0%	\$193
urora, Ill	1_	13	950	361
hicago, III	* 3⊀ 1	296	52,953	
ochelle, III	i	11	1,000	110
oston, Mass	13	150	29,863	13, 53
andoíph, Muss alumet, Mich	22	163	9,900	1 29, 450
	1	12	1,380	
rand Rapids, Mich	6	20) 5	4,738 600	1,37
on Mountain, Mich. ackson, Mich. aginaw, Mich.	i	14	1.200	
aginaw, Mich	i	.6	1,200	
Bult St. Marie, Mich		9	1,050	
incomposit Minu	1	· 13	1,215 4,175	*
t. Paul. Minn	2	17	1,950	3.
agrium, nich auft St. Marie, Mich raverse City, Mich linneapolis, Minn. L. Paul, Minn. prsey City, N. J	$\overline{2}$	21	1,497	100
MITOH, VIIIO	1	12	1,300	
Incinnati, Ohio	16		7,200	
Arton Ohio	1	124	18, 894 1, 600	5, 97
leveland, Ohio ayton, Ohio odedo, Ohio ortland, Oreg. polsane, Wash uttigo, Wis	2	20	2,711	27
ortland, Oreg	2	25	2,200	
poliane, Wash	1	11	1, 125	
ntigo Wis	5 <u>.</u> 1	26	2,000 1,051	20
ppleton, Wis shland, Wis	2		2, 126	6
shland, Wis	1	*	1,498	l <i>,</i>
lack River Falls, Wis	1		(2)	1,91
Bloomington, Wis	1 7		5%5 4,676	8
lloomington, Wis au Claire, Wis on du Lac, Wis	2	19	2,627	3,78
reen Bay, Wis	9	3.5	(1)	10, 47
au Clare, Wis on du Lac, Wis freen Bay, Wis. anesville, Wis tensshs, Wis. a Crosse, Wis. dadison, Wis farinette, Wis.	1	3	1,000	ļ
enasna, Wis	2 2	ة ا	1,918	· · • • • • • •
(adison, Wis	2.		1,310 1,700	70
larinette, Wis	ī		823	63
larshfield, Wis	1	7	930	47
larstifield, Wis filwaukee, Wis few London, Wis	22	15%	27, 305	6,91
Oshkosh, Wis	4 2	19	1,225 1,593	4.8
Reo Lake, Wis	ī	4	1,546	
tichland Center, Wis		7	К99	
Bieboygan, Wis	2	12	1,693	
Inheriof. Wis	1	, 8 - 6	1,479 1,214	29
Stevens Point, Wis Superior, Wis Vansau, Wis	2	16	2,342	1, 26
-				
Total	209	1,513	215, 330	79, 62

¹ Includes board and lodging.



¹ Included in column 5.

CHAPTER IX.

SCHOOLS AND CLASSES FOR FEEBLE-MINDED AND SUBNORMAL CHILDREN.

CONTEND.—Types of schools represented—Number of schools reporting—Instructors—Assistants—Enrollment in schools and classes for feeble-minded and subnormal children—What children in schools and dasses for the feeble-minded and subnormal study—Pupils per teacher—Per capita valuation of property in schools for the feeble-minded—Per capita cost in schools for the feeble-minded.

TYPES OF SCHOOLS REPRESENTED.

With regard to administration three types of schools for mentally defective children are represented in this report, viz, State institutions, private institutions, and city day schools. The State institutions reporting are distributed among 31 States. In addition to these, two other States, Maryland and South Dakota, maintain, each, a school for the feeble-minded, but no report on the statistics of these schools was received for the school year 1917-18. These State institutions receive and care for those who are mentally defective, but not insane nor juvenile criminals. No statistics were collected as to the type of inmates admitted to these institutions, but the catalogues of many of them indicate that most of the inmates are children, a few institutions admitting older persons. The private institutions are generally very similar to the State institutions, and the statistics of these two types of schools are more or less comparable. The city day schools are controlled by city boards of education and constitute a part of the city school system. Adults are not admitted to these schools and classes. Throughout this report these schools have been designated as city, day schools, this term being preferable to the designation "public day schools," used in former reports, since the State institutions are also public. Children attend these schools only during the day and are not furnished with board and lodging as are the children in State and private institutions.

A further distinction much more significant than these should be pointed out, viz, that the children in city day schools are usually retarded or backward school children who have been placed in special classes for special teaching and direction. These classes are usually designated "special classes," "opportunity classes," "exceptional classes," "ungraded classes," or "classes for defective children." In only four instances are these schools professedly for feeble-minded children. Usually, children in city day schools are able to take care of themselves, and no "attendants" are necessary. In general,

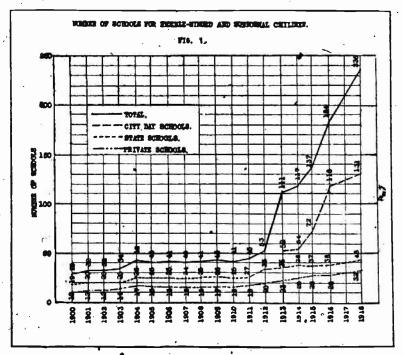
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these children have a much higher type of mentality than do innates in State and private institutions. For these reasons, it is doubtful whether the statistics of city day schools should be treated with, or should be compared with, the statistics of schools for the feebleminded. These three types of schools have been treated separately where any advantage would be gained by so doing. In many of the graphic illustrations, however, the three types of schools have been shown correlatively, both to make comparisons and to economize space in presentation.

NUMBER OF SCHOOLS REPORTING.

This year (1918) the statistics show a total of 206 schools or classes for the mentally defective. About one-half of these, or 131 were

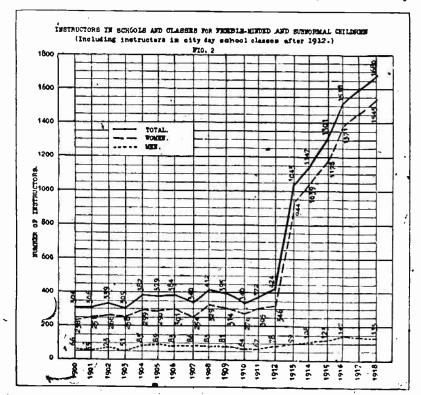


classes in city day schools, 43 were State institutions, and 32 were private institutions. In figure 1 and Table 1 comparative statistics for these types of schools are shown. Since 1900 the number of State institutions reporting has increased from 19 to 43, and the number of private schools from 10 to 32. No data on special classes in city day schools for retarded or subnormal children were collected prior to 1913. Since that date the number of cities making special provision for these subnormal children has increased from 52 to 131. The very rapid tise in the curve representing these city day schools indicates



the unusual interest manifested by city superintendents and city boards of education in caring for the subnormal children in their schools. For the sake of promoting the organization of city day schools for subnormal children, the State of Minnesota allows \$100 for each child enrolled in such schools.

The increase in the total number of schools for mental defectives since 1900 does not show that a greater percentage of children are becoming mentally defective from year to year, but rather indicates a growing interest on the part of cities, States, and private organizations in making provision for this unfortunate class of mentally



retarded or defective children. The very decided jump in the total curve in 1913 is due, of course, to the inclusion of the statistics of city day schools for subnormal children.

INSTRUCTORS.

The same general fluctuations are found in the curve representing the teaching force as shown in figure 2 as were indicated in figure 1 for the total number of schools reporting. A very abrupt rise is evident in 1913, since in that year city day schools were asked for the first time to submit a report. Figure 2 shows, also, the number



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	1918	3 55	1	<u> </u>	!		. 134	112	121	! !		1	1	18,353 17,615	35,968
•	1916	88 811	8 2	35.92	451	± 28	973	117	128	915	2, 1864	83	Ę	17,196	22, X82
•	1915	113	137	36.2	376	833	262	. 116	23.	25.7 25.858,1	2,333	52.₹	175		29,0×7
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üdren,	1912	1 8 9	S 28	P. 78	334			∞ Ç.	ક્ર		1,693	142	172		21.357
). Review of statisties of schools and classes for feeble-minded and subnormal children, 1960-1918.	1911		:	5 55	Ž.	(.2)	23	1-12	€	· •0	1, 491	8.5	161		19.672
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-Ra	1900	19	83	8.81	248			2.3	£		Į.		1		9, 92
TABLE 1		Number of schools reporting: State City, day. Private.	Total	Firstructurs State schools— Women	Total	Wen. Women	Total	Women.	Total	State schools— Men. Women		Women	Total	oils).	Total



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City day schools— Male Female	Total	Private schools— Male Female	Tetal		,													
Male Fem	ް	Tryste : Male Fem	e e	tions.			•		-	, 7	_						•0	



of men and women teachers composing the total. In 1918, out of 1,680 teachers in schools and classes for the feeble-minded, 92 per cent were women and only 8 per cent were men. In 1912, the last year in which only the statistics of State and private institutions were included, out of a total of 424 teachers 82 per cent were women. It is apparent, therefore, that very few teachers in the city day schools are men, since the percentage of women teachers has increased from 82 per cent to 92 per cent of the total since that date. As shown by the curves, the number of men teachers has increased from 78 in 1912 to 135 in 1918, or 73 per cent, while the number of women teachers has increased from 346 to 1,545, or 347 per cent, during the same period. . This very rapid increase in the upper curve is due almost wholly, therefore, to the number of women teachers employed in city day schools to give instruction to backward and subnormal children. With the rapid multiplication of city dayschool classes for subnormal children, as shown in figure 1, and with corresponding increase in the number of instructors employed, as shown in figure 2, an increasing need for teachers who are specially qualified in methods of teaching and in abnormal psychology is foreshadowed.

It is evident, also, that specially trained mental diagnosticians will be necessary to make careful classifications of children who ordinarily attend the public schools. A classification of children according to mental rather than physical age is undoubtedly coming.

ASSISTANTS.

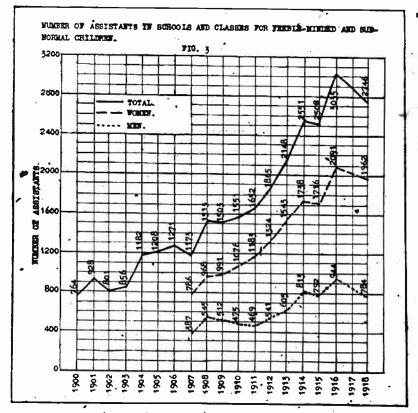
Assistants in schools for the feeble-minded do not give instruction but usually devote their time to caring for the inmates. Accordingly, they are usually employed in State and private institutions rather than in city day schools. The curves in figure 3 indicate as much, since no abrupt rise is evident in 1913 such as was shown in both figure 1 and figure 2. The "total" curve shows a gradual rise from 1900 to 1918, with no unusual jump in any year. War conditions may have caused the drop in 1918. In 1918 over 71 per cent of these assistants were women, while in 1907 only 67 per cent were women. These percentages indicate a tendency on the part of institutions for the feeble-minded to employ women rather than men as assistants.

ENROLLMENT IN SCHOOLS AND CLASSES FOR FEEBLE-MINDED AND SUBNORMAL CHILDREN.

The impression inferred from figure 1 concerning the number of schools reporting might lead one to believe that about one-half as many inmates were enrolled in private as were enrolled in State institutions, since the curve for the latter is about twice as far from



the base line as that representing private schools. Most of the private schools are small schools, as will be seen from figure 4. For example, 32 private schools enrolled only 983 inmates in 1918, or about 31 to each school on an average. The 43 State institutions enrolled 35,968 inmates, or about 836 inmates in each institution on an average. In other words, State schools for the feeble-minded usually have about 27 times as many inmates as private schools of



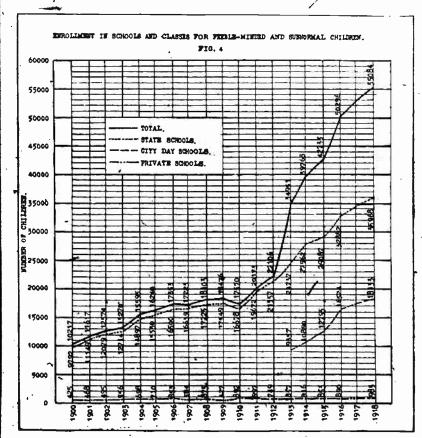
the same class. The total number of pupils enrolled in the 131 city day schools for backward and subnormal children in 1918 was 18,133, or an average of 138 to each city. It is seen in figure 4 that the curve for inmates in State schools stands above the corresponding curves for city day schools and private schools.

Since 1900 the number of inmates in State schools has increased 267 per cent, and in private institutions only 131 per cent. The organization of city day-school classes for subnormal children has caused an increase of 93 per cent in the enrollment in these classes since



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1913. It should be remembered that these large percentages of increase do not necessarily mean that society is becoming burdened with unusually increasing percentages of feeble-minded and subnormal children, but rather indicate that provision is being made for the education and care of children who in years gone by had little opportunity for education. When these children found that they could not do the regular school work required of them, they



usually dropped out of school and no further account was taken of them. With the advent of scientific mental tests a larger percentage of children are placed in classes or schools for retarded and backward children, thereby promoting greater efficiency in the schools from which they are withdrawn and enabling the retarded children themselves to receive the type of instruction best suited to their peculiar needs. Those who can not profit materially from these special classes in city school systems are usually cent to State institutions. The state of the s



It should be added that the total enrollment in State and private institutions, as shown in figure 4, includes all inmates on the roll of these institutions during the year. The numbers include, therefore, those not enrolled in the school classes as well as those who were enrolled in such classes, or who were learning a trade.

By reference to Table 6 a significant relationship between the relative number of boys and girls is shown. Of the total enrollment in city day school classes for backward and subnormal children, only 34 per cent are girls and almost 66 per cent are boys. In other words, there are almost twice as many boys as girls in these city day schools. In the State and private institutions the boys and girls are about equally divided. No data are available by which to explain this very great inequality in the relative number of boys and girls in city day schools for subnormal children. Usually mental tests when properly given do not reveal such great differences in mental ability of boys and girls. It can not be determined from the data at hand whether such schools enroll an unusually high percentage of incorrigible, indolent, indifferent, or truant, rather than mentally defective, boys, whether there exists a certain hesitancy in assigning girls to classes for subnormal children, or whether actual differences in mental attributes of the two sexes exist. Accurate methods of determining the mental characteristics of the two sexes will probably show that the last-named inference is without foundation.

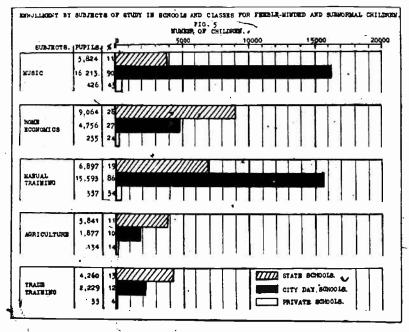
WHAT CHILDREN IN SCHOOLS AND CLASSES FOR THE FEEBLE-MINDED AND SUBNORMAL STUDY.

Figure 5 shows, graphically, what children in schools and classes for the feeble-minded and subnormal study. In State schools the greatest number of inmates take work in home economics while almost as many are enrolled in manual training courses. Approximately, 4,000 children in these schools are enrolled in music, agriculture, and trade training courses. In private schools music leads with an enrollment of 426 pupils and manual training ranks second with 337 pupils. A few pupils are taught agriculture and almost none are enrolled in trade training courses. In city day schools music and manual training are the leading subjects taught, each study enrolling approximately 16,000 pupils. Home economics ranks third with an enrollment of nearly 5,000 pupils. Relatively few children in these schools are taught agriculture or trade training.

It is of greater interest to compare the types of training offered by these three classes of schools or institutions. In city day schools 90 per cent of the pupils are taught music; in State institutions only 11 per cent; in private schools 43 per cent. Home economics is taught to 26 per cent of the children in State institutions; to 27 per cent of the children in city day schools, and to 24 per cent of the



pupils in private schools. Manual training is taught to 86 per cent of the children in city day schools; to only 19 per cent of the inmates in State institutions, and to 34 per cent of the pupils in private schools. It should be remarked that a large number of girls is enrolled in classes in manual training in city day schools for backward and subnormal children. In all three of these types of schools about the same percentage of the pupils is taught agriculture, viz, 11 per cent in State institutions, 10 per cent in city day schools, and 14 per cent in private schools. State institutions teach trade subjects to 13 per cent of their inmates, city day schools to 12 per cent of their



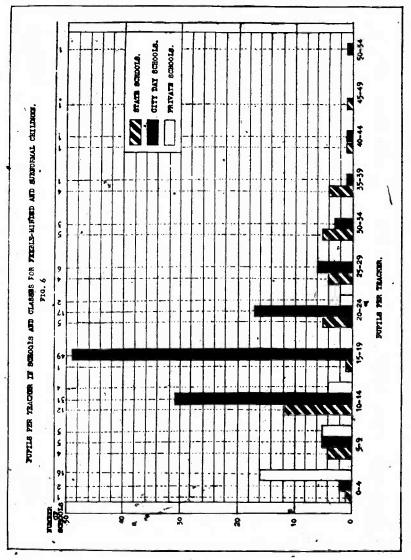
pupils, and private schools to only 4 per cent of their pupils. It is seen, therefore, that the widest divergence in the subjects taught by these three types of institutions occurs in music and manual training, the city day schools emphasizing these subjects very greatly and the State institutions giving little attention to them.

PUPILS PER TEACHER.

In figure 6 a comparison has been arranged to show the relative number of pupils per teacher in the three types of schools and classes for feeble-minded and subnormal children. The most common number of children to each teacher in city day schools is from 15 to 19, inclusive, 49 cities having this average. The most common



number in State institutions is from 10 to 14, inclusive, 12 institutions reporting this average. The most common number in private schools is less than 5, 16 schools having this low average. It



would seem from these comparisons and from a knowledge of defective children attending the three kinds of schools, that opportunities for effective care and togething of very defective children in private schools should be comparatively good. It is not probable that the



children in private schools are of lower mental ability and more difficult to teach than those in the State institutions. It is to be expected that the number of pupils per teacher would be higher in city day schools than in either State institutions or in private schools, since the children in such schools are very slightly subnormal and very seldom fall in the classes with idiots or imbeciles so frequently found in State and private institutions, and consequently they do not need so much individual attention.

Considerable deviation from the usual number of pupils per teacher is found for each type of school. In the group 20 to 24 are found 2 private schools. Altogether, 15 State institutions have 25 or more pupils to each teacher employed. In all, 6 city day schools have 30 or more pupils to each teacher employed. The unusually high averages in these extreme instances are not indicative of the highest grade of efficiency in instruction. One State at least (New Jersey) has passed a law limiting the size of classes for subnormal children to 15 pupils each. The result of such legislation enables there to give more personal attention to the individual needs of each subnormal child in her charge.

Table 2.—Per capita value of property in schools for the feeble-minded. 1917-18.

		Sta	te schools.		' I	Privat	le schools	
States.	Schools report- ing.	Enroll- ment.	Value of property.	Value per capita	Schools report- ing.	Enroll- ment	Value of property,	Value pe
1	2	3	4	5	6	;	8	9
Total	35	33, 803	\$27, 484, 676	\$513	 IS	912	\$717, 332	\$787
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kolorado. Hinois	1	81	211, 486	261	1	. 25	30,000	1,200
ndlana	1 1	2,432 1,448	1,379,067 1,019,989	567	2	88	116,000	1,318
OWB	i	1,730	1, 164, 469	701 673	· • • • • • · . · ' ·	• • • • • • • • •		
ansas	i]	636	450,000	689	• • • • • • • • • •	• • • • • • • • •		· · · · · · · · · · · ·
Centucky	1 1	369	258, 479	700				
8338chusetts	1	290 3, 106	379, 720	1,300				
Uchigan	i l	1,660	2, 004, 271 1, 008, 824	665	11	38	70,000	1,845
linnesota	ī	1,828	1, 632, 496	893	2	77	34,000	443
issouri	1	589	70,000	119		••••••		· • • • • • • • • • • • • • • • • • • •
ontana. ebraska	1 1	1 182	347, 037	1,907				
ew Hampshire	11	\$80 91	557, 111	961				
ew Jorsey	4	2,038	360,000 2,323,016	1,237	· · · · · · · · · · · · · · · · · · ·			
ew York	41	0,331	4,333,301	1, 138	3	85	219, 632	2,584
orth Carolina	1	215	260,000	121	. 3 1	138	46,500	337
orth Dakota	1	348	284, 082	772		• • • • • • • • •		• • • • • • • • • •
hio	1	2,595	1,830,089	705				• • • • • • • •
ennsylvania	3	390	350,550	899 .		· · · · · · · · · · · · · · · · · · ·	:	· · · · · · · · · · · · · · · ·
ennessee	3	. 4, 201	5, 259, 865	1,252	2	59	46,000	780
exas				• • • • • • • •	!	25	25,000	1,000
rginia	i	592	275,000	466	1	15	4, 200 35, 000	280
ashington	1]	620	702, 409	1, 133		1/10	37,000	350
yoming.	1	1,132	828, 375	732	····i'	262	91,000	347
·		79	135,000	1,700			21,000	34/

Includes 78 and 24 inmates from the deaf and the blind departments, respectively



PER CAPITA VALUATION OF PROPERTY IN SCHOOLS FOR THE FEEBLE-MINDED.

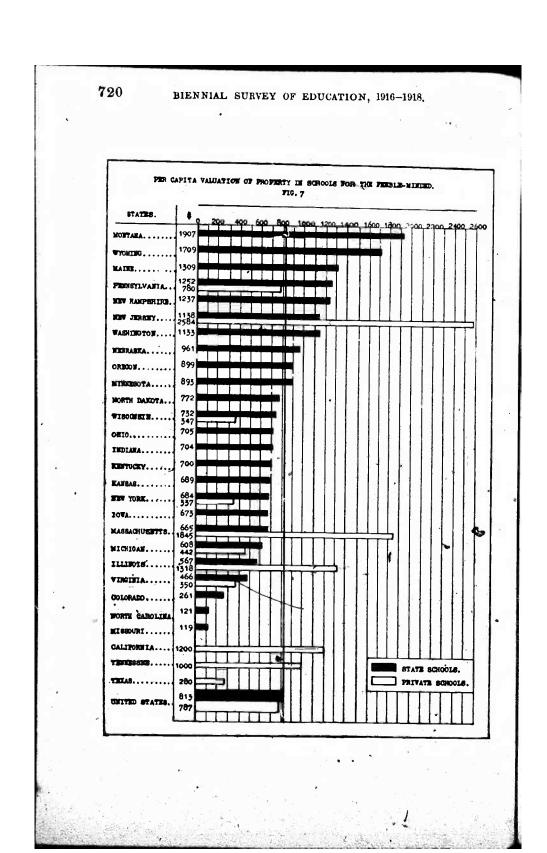
It is difficult to secure from the cities maintaining special schools for subnormal children a statement concerning either the valuation of property or the current expenditures for the maintenance for such schools. Often a separate building is not used and separate accounts for expenditures are not kept. Consequently no aftempt has been made in this chapter to secure such data for incorporation herein. Table 2 shows by States, for both State and private institutions, the total enrollment, the total valuation of property, and the per capita value for each inmate therein. This table measures the degree to which each State maintaining a school for the feeble-minded has provided forthis unfortunate class of persons. The measure is not strictly correct, however, since the per capita value necessarily decreases with the increase in the size of the schools. In other words, a large school with a low per capita investment, say \$400, may offer as good an opportunity to those committed to its care as a smaller school with a per capita investment of \$500 or \$600.

The data in Table 2 are shown graphically in figure 7. It will be noted that the State of Montana has an investment of \$1,907 for each child committed to its school for the feeble-minded. Wyoming ranks second and Maine third. Possibly the long and severe winters in these three Northern States may necessitate correspondingly larger investments to insure equal facilities to those offered in other States farther south. The average investment for all of the States combined is \$813. Ten States have a higher average than this and 15 States a lower average.

The average investment by States in private institutions is only a little less, \$787. A greater variation exists among the private institutions than among the State institutions, as indicated by the very unequal length of the open "bars." New Jersey ranks first on this score, having an average per capita investment of \$2,584 per child in three private schools reporting. As Tennessee and Texas have no State institutions for the feeble-minded, and the one State school in California did not report all the items entering into this comparison, no black bars for these States appear on the graph.

The heavy vertical line drawn at the extremity of the black "average" bar for the United States enables each State to determine its location with reference to this average. Any State falling very far short of this average is in a "danger zone" and may not be making proper provision for its feeble-minded.







PER CAPITA COST IN SCHOOLS FOR THE FEEBLE-MINDED.

The per capita cost of maintaining State and private schools for the feeble-minded is shown by States in Table 3 and figure 8. Only those schools have been included which report both the total enrollment and the current expenses. Where an additional expenditure has been incurred for new sites, buildings, etc. (outlays), the amount has been inserted both in the table and in the figure. Colorado ranks first in the per capita amount expended for current expenses or maintenance. Current expenses rather than total expenses have been used in determining the order of precedence since the former remains practically the same from year to year, while the total expenses, which may include outlays, varies annually with unusual expenditures for buildings and sites. Five States would rank ahead of Colorado if the total expenses were used as a basis of ranking. North Carolina, North Dakota, Montana, and Oregon, each, have almost as large a per capita current expense as Colorado.

Table 3.—Per capita expenditures in schools for the feeble-minded, 1917-18. STATE INSTITUTIONS.

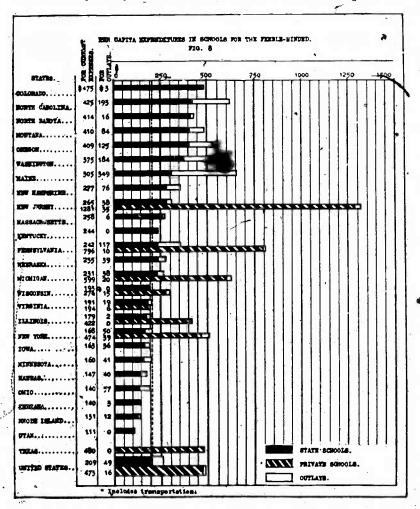
States.	Num- ber re- porting	Enroll- ment.	Total current expenses.	Total outlays.	Current expenses per capita.	Out- lays per capita
1	2	8	4	5	6	7
Total	36	33, 728	\$7,040,045	\$1,654,002	\$209	\$49
Polorado	1 1	2, 432	38, 477 435, 958	263 4, 571	475 179	• ;
ndianaowa	1	1,44 <u>8</u> 1,730	202, 826 281, 482	5,006 61,892	140 163	36
Kansas.	1	656 369	96, 737 90, 154	2,654	147 244	44
fassachusetts.	1 3	290 3, 106	88, 408 800, 364	101, 293 17, 158	305 258	34
Aichigan	1	1,660 1,828	383, 681 291, 672	63,012 75,609	231	3
fontana Jebraska	i	182 580	84,530 136,114	15,317	160 410	8
lew llampshire.	i	291 2, 038	80,604	22, 834 22, 199	235 277	8 3: 7:
lew York lorth Carolina	5 1	6, 442	589,663 1,079,645	78, 158 319, 646	265 168	3.
Iorth Dakota	i	215 368	91, 339 152, 200	41,400 5,969	425 414	19
)hio)regon	1	2, 595 390	364, 396 159, 600	147,608 48,700	140 409	5° 12f
Prinsylvania Chode Island	₽ 3	4, 201 381	1,017,482 -50,000	491,066 4,500	242 131	117
Itah Irginia	1	90 592	112,779	11,000	111	
Vashington, Visconsin	1 1	620 1,132	232,755 218,405	114, 147	375 193	184

Total	10	459	\$216,896	\$7,412	\$473	\$16
Illinois, Michigan New Jersey New York Pemaylyania Texas. Virginis. Wisconsin.	1 2 1 1	60 19. 80 .38 5 15 100	25, 300 11, 375 102, 443 18,000 3, 980 7, 200 19, 400 39, 198	378 2,776 1,500 50 600 2,108	422 599 1, 281 474 796 200 194 276	20 35 39 10 6

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The average per capita expenditure for all State institutions for feeble-minded is \$209. The vertical broken line at the end of the black bar, representing this average, facilitates a ready comparison between the per capita expenditures incurred by any State and the



average amount. Fourteen States expend a greater amount than the average, and only eleven States a smaller amount.

The average amount spent for each child in private schools is much greater than the per capita expenditures in State institutions, the former being \$473 as against \$209 in the latter. This situation might have been anticipated from figure 6, which indicated that the number of pupils per instructor in private schools was much smaller



than the average number to each teacher in State institutions or in city day schools, thereby necessarily increasing the per capita cost of maintenance in private schools. The very large per capita expenditure of \$1,281 shown for two private schools in New Jersey is accounted for by the fact that in one school the children are taken each summer to Maine, thereby increasing the actual cost of maintenance and adding the cost of transportation to and from this summer home.

The greatest per capita expenditure for outlays was incurred by the State of Maine, aggregating \$349. Several States had no capital outlays in 1918.



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BIENNIAL SURVEY OF EDUCATION, 1916-1918.

TABLE 4,—Summary of statistics of schools for feeble-minded, 1917-18.

STATE INSTITUTIONS.

operty.	-spens-	Scientific diamitent	22	\$3,463,760	26, 320 296, 377 159, 509	282, 20, 906 20, 906 20, 555 20, 555 20, 555 20, 555 3	168, 674 245, 823 41, 065 97, 131	8.88 8.60 14.63 14.63 14.63 14.63	
Value of property.	bas eg	bus egilbfilusi grounds.		£24, 010, 916	185, 166 1, 080, 660	901,663 4.20,000 2.80,000 1,900,023	1, 386, 673 306, 952 459, 980	335,000 1,940,256 3,648,120 250,000 214,468	1, 830, 089
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Libraries.	Volumes.		93	29 31, 804	1 130	1,727 1,210 0,220 1,524 3,524	3,002	1,970 4 2,655 1 50	1 3,663
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	P	Total,	6	8	8 885	₹3 ± ± ±	¥%%%	æ % £ % %	<u> </u>
Į	Elementary grades.	Female.	œ,	620 2, 542 2, 353 4, 895 3, 824 9, 084 6, 897 3,	\$:22E	:3± 2½	ទីនឹងងក	25 2 2 2	×33
in the	Elen	Male.	2	3,542	8 2152	Z= :18	82225	±8587	52.53
Enrollment in the-	en.	Total,	<u>.</u>	2,620	₹ ₩\$	₹8°8£	88838	⊼8 288	88
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	school.	Pomale.	21	380	£8 8±	324 177 23	141	847,82	138
lamstes not in school.	Male.	=	0,0839,	88-82	E SE SE	55 50 52 50 62	នទិទិនទ	3	
Inmates in Insti- tution during the year.	ğ	.latoT	9	5,9681	1,303 1,453 1,453 1,453	5 3 3 8 5	£ 8 8 8 8	88888 88888	2,506
	Femalo.	•	353 17, 615 35, 968 10,	88 758	24153	\$ 88 R 9 E	2,216 1,219 1,219 1,219 1,219	1,240	
	Male,	ao	8,3531	1,288 613	322	15883	3,419 819 80 80 80 80 80 80 80 80 80 80 80 80 80	1,355	
Assistants caring for the inmates.	LatoT	14	597 18,	- P & & &	23553	858-8	48584	=	
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	Women.	-	1 3	-00-44	ELWOUNE.	- Bann	44804	₹.	
In- struc tors.		Men.	-	. 6	140-46	6 0 1 N		4.0	
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BIENNIAL SURVEY OF EDUCATION, 1916-1918.

TABLE 5.—Receipts and expenditures of schools for the feeble-minded, 1917-18.

STATE INSTITUTIONS.

	_	•	•		STATE	INSTI	TUTIONS	١.			
					Rece	dpts.			Exper	aditures.	
	1	States.	Schools report- ing.	From State, county, or city	From private benefactions for permanent equipment and current expenses.	From other sources.	Total.	For building and lasting improve- ments.	For teach- ers' sala- ries, books, etc.	For other salaries and other current expenses.	Total.
		1	8	8	4	5	6	7	8	9	10
		Total	38	\$8,987,542	\$94,428	\$ 510, 9 41	39 ,582, 911	\$1,654,504	\$286,098	8 6, 624, 691	\$8, 655, 447
	•	ColoradoIllinoisIndianaIowaIowaIowaIowa	1 1 1 1	42,000 385,200 207,626 393,859 97,000	0		385,200	5,006	12,000	191,542	343,354
•		Kentucky Maine Massachusetts Michigan Minnesota	. 1 3 1 1	67,731 -143,727 786,428 393,421 345,491	2,050 0 0 0 0	2,908 128,507 34,756	816, 985	17,660 63,012	1,308 10,813 5,779 12,887	87,100 789,049 377,902 279,285	90,154 189,701 817,522 448,693 867,281
		Missouri Montana Nebraaka New Hampshire New Jersey	1 1 1 4	158, 948 105, 500 878, 107	0 70, 219	4, 105 389, 214	158, 948 109, 605	15,317 22,834 22,199	8,300 46,321 1,790 1,684 13,786	. 38, 209 134, 324 78, 920 525, 877	102,803
٠.		New York North Carolina North Dakota Ohio Oregon	5 1 1 1 1	*, 826, 348 86, 400 89, 560 776, 223 206, 300	0	4,940	1, 838, 606 91, 340 187, 488 776, 223 216, 351	319,646 41,400 5,969 147,608 48,700	60,052 1,543 6,851 9,066 7,800	1, 019, 593 48, 396 145, 349 355, 330 151, 800	158,169 512,004
•		Punnsylvania Rhode Island Utah Virginia Washington	3 1 1 1	1,324,643 39,000 11,000 123,779 538,286		1175, 333	1,512,035 39,000 11,000 123,779 538,286	1,500	25,000	11,000 111,729	54,500 11,000 123,779
		Wisconsin Wyoming	1 1	238, 965 25, 000			238, 965 25, 000	0	6, 342	212,063	218,405
ľ				•	PRIV	TE.IN	STITUTI	ONB.			
,		Total	11	\$0	\$55, 194	8173,	882 2, 908	\$7,412	\$42,153	\$1,94,723	\$234,298
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				400	400 00				
Total	11	\$0	\$55, 194	\$178,	8332, 808	\$7,412	\$42,163	\$1,84,723	\$234,298
Illinois Michigan New Jersey New York Pennsylvania	*1 2 2 2	00000	0 516 4,868 0	11,237 104,261 10,000	271 11, 783 100, 129 10, 000 4, 100	2,776 1,500	1,300 2,837 25,374 7,560 1,400	10, 440	25, 300 11, 753 105, 219 19, 500 4, 030
Tennessee	, !	0	0 0 49,810	18, 000 7, 745 22, 000 0	18,000 7,745 22,000 49,810	600	840 1,800 1,052	6,360 17,600 38,136	7,200 20,000 41,298

- 1 includes \$21,018 from productive endowment funds.
 2 incomplete report.
 3 includes \$1,800 from productive endowment funds.
 4 includes \$25,417 from productive endowment funds.



348 8,88 1 1 1 8 2 Trade-train-Enrollment by subjects of study. 1,877 Art. 18 Manual train-ing. 12 TAILE 6.—Summary of statistics of city day schools and classes for backward and subnormal children, 1917-18 Home eco-nons-ics. 9 Music. 16, 213 16 7 Elementary grades Girls 13 Boys. Pupils in the-13 \$ 0-5-3 8488 Total. Ξ Kindergarten. Olrls. 9 Boy's. • 18, 133 Total. 00 Pupils enrolled. Olrls. Boys. • Total 13 Instructors. Women. 1,089 Men. Schools report-ing. 13 California Colorado Comectient District of Columbia Total

FEEBLE-MINDED AND SUBNORMAL CHILDREN.

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7161	F. High.	Male.	1	288 16 16 83 179	ន្ទ	8 8	- 			8 5	8 8	35
TABLE 7.—Statistics of State institutions for the feeble-minded, 1917–18	Grade of men- tality.	Male.	12	<u>8</u> =	3522 481	2 25		F	78	ĒĒ	£ ₹	83 72 180
le-mi	Low.	Male. Female.	15	3 3	f28 533	2 8				114 96	380 244 19	=
re feel	Inmates in ele- men- tary	Pennale.	# #	2 : 3		50 05 50 05	11 13%	- 0		8 5 8 8	102	- <u>g</u>
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tions	Inmates in the kinder- garten.	Male.	=	2 m 1		2 8	12	0 - 2		12		-11
netite	Inmates not in school.	Male.	9	35 20	. 88	487 744 375 320	289 302	195 174		401 216 12 15		1001
tate		 	- oc	88	1,147	\$ \$	3 %	7 7		25 SE		- 2
3 of 8	Inmates in institu- tion during	Male.	-	§ दे	282,	613	312	38 5	26	<u> </u>	\$ 86	- 98
atistic	Ansist- ants coring for in-	Women.	. •		-	£ £	8	٠ و		ង្គីន		-01
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TAB	•	Institution.	•	Sonoma State Home. State Home and Training School for Mental Defectives.	School and Hospital. Lincoln State School and	Indiana School for Feeble- Minded Youth. Iowa Institution for Fee-	bie-Minded Children. State Hospital. State Home for Feeble-	Randed. State Institution for the Feeble-Minded. Matte Echol for Feeble-	Minded. Hospital Cottagne for Chil-	Massachusetts School for the Feeble-Mirded. Wrentham State School	Mehigan Home and Training School.	ble-Minded and Colony for Epileptica. Miscouri Colony for Feeble- Minded and Epileptics.
	May .	Losetion.	1	Eldridge, Calif. Ridge, Colo.	: :	Fort Wayne, Ind		Frankfort, Ky	23		Fartbault, Mnn	Marshall, Mo.



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	TABLE 9:—Statistics of private institutions for the feeble-minded, 1917-18.

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784 BIENNIAL SURVEY OF EDUCATION, 1916-1918.

TABLE 10.—Statistics of receipts and expenditures of private institutions for the feeble minded, 1917-18.

•		1	Recelpts		Í	Exper	ditures.	
Location.	Institution.	From private thenefactions for permanent equipment and current expenses.	-	Total.	For building and lasting improvements.	teach- ers' sal- aries, books, etc.	For other salaries and all other curren ex-	Total.
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Godfrey, Ill. Detroit, Mich. # // Haddonfield, N. J. Drange, N. J. Binghamton, N. Y. Berwyn, Pa. Murfreesboro, Tenn. Austin, Tex. Falls Church, Va. Watertown, Wis.	Beverly Farm The Recd School. Bancroft Training School Seguin School. Binghamton Training School. Florence Nightingale School. The Laishaw School. Biristol-Nelson, School. Trexas Training School. The Gundry Home Lutheran Home	\$516 4, \$68 0 0 0 0 49, 810	\$11,237 68,660 35,601 0 10,000 18,000 7,745 22,000	\$271 11, 753 .73, 528 35, 601 0 10, 000 4, 100 18, 000 7, 745 22, 000 49, 810	\$378 2,776	\$1,300 \$,837 9,316 16,058 4,000 3,560 1,400 1,800 1,052	\$24,000 8,538 61,885 15,184 4,000 6,440 2,580 6,380 17,600 38,136	\$25,300 11,753 73,977 31,242 9,500 10,000 4,030 7,200 20,000 41,296



TABLE 11.—Statistics of city day schools and classes for backward and subnormal children, 1917-18.

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Location.	Name of school or classes.	Supervising principal or teacher	<u>.</u>	r S	ğ ***	enrolled		Kinder- garten.		tary rades.	Low.		Middle.		Higb.				,lan	-
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Wilkee-Barre, Pa Pawtincket, R. I. Providence, R. I. Westerly, R. I. Houston, Tex Salt Lake City,	Northa, va Aberdeen, Wash Beerdeen, Wash Beerle, Wash Bokane, Wash Yakima, Wash Appleton, Wish Milwankee, Wis							
Wilkee-Ba Pawtucker Providence Westerly, Houston, 7	vortok, va. Richmond, va. Richmond, va. Aberdeen, was Seattle, Was Spittus, Was Eakins, Was Kapheton, W. Millwankee, v.			•				
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rd children	Courses of Instruction.	. 01	Motor and sensory training. Kindesgarten, corrective gynnastics, sewing, do- nnestic science, work in this and hease, music, common- school subjects, literature, algebra, civics, Lettn, his- tory. Individual instruction in all courses, including liastru- mental and vocal music, mental and vocal music, gynnastics, and manual and domestic work.	Kindergarten, primary grades, and courses for more ad- vanced pupils.	All branches of studies which as eelective and individual. Class work in drawfuls, one struction work, embodie or baskerty and as ewelling, sight singing, domestic sedence, articulation, and expression.	. ·
ne nervous and backwa	School year, vacations, and holidays.		School open entire year	School open entire year	ор	
Additional information concerning schools that make a special provision for nervous and backward children	Class of children received.	x	Children and adolescents with flervous and mental diseases. Backward and belated in habite of mind and body by disease or by constitutional peculiarities.	Epileptic, deformed, and otherwise diseased, needing hospital treatment. Those epileptics who are over it years of age, victous excliders, or those with contagious diseases are as.	cluded. cluded. who on account of illness or other reasons are unable to keep up with children of their own ages in the public school. Children of clearly defined feeble- minden as are excluded.	
ols that 1	Mini- mum an nual How sup- charge ported: per per		Tultion.	State, charity, and tul- tion.	Tuition .	
ng ech	Mini- mum an nusi charge per pupil.	•	009	ĝ.	8	•
meern		, rds	,	3		
, vation co	Mini- mum murance age.	. •	7. C C C C C C C C C C C C C C C C C C C	None	6 years.	•
inform	Får for girls, or co- educa- tional	**	Condi	e e	Girts	,
13	Institution.	21	Mary E. Pogue Sani- tarium. Home School for Back- ward Children and Youth.	The Hospital Cottages for Children.	Standish Manor School	
TABLE	Location.	-	Wheaton, Ill.	Baldwinsville, Mass	felifix, Mess	



•	FEEBLE-MINDEL) A2	O S	, (CBV	ORM	AL CE	LILDR	EN.		741
Kindergurten, elementary, and high-school courses, music, skytd, clay model- ing, sewing, knitting, housework, gardening, gymnastics, and games.	All work Individual. Courses include school gardening, manual its alming Art. Sports, and gymnastics, which are cerefully adjusted to the special requirements of each child. Ungraded, libdividual work, preparing for business and college.			1		`				•
School year not defined. Tuplia received at any time. Vacations of 4 days at Thankstyring, 2 weeks at Christina, week in spring, and 1 week in spring, and	Memortal Day. Begular school year of 9 months beginnling Oct. I: school, however, is open during entire year.	months		-			:			·
Children with normal capac- tities, but seriously unde- yeloped faculties. Chil- dren of clearly defined 'feeble-mindedness are ex- cluded.	Merous and stypical children who are practically normal but vary slightly from the everace child and require physical, mental, ce moral treatment by experience. Feeling or moral treatment by experience of the children who, herause of abnormal conditions, fall to progress in public schools. Normal and deficient children.	For 12 months		•						•
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8	(11,025	_				•	*	. •		-
	Few								•	•
5 years.	7 years.	Por 9 months.					•			
Coed. 6 years. Yes	Coed.	- 80						•		
Hillbrow School	Herbert Hall Institute. The Alcott School				.•		८ व			, .
ewrton, Mass	Patnifeld, N. 7.v. Roselle, N. 5.				•		.			

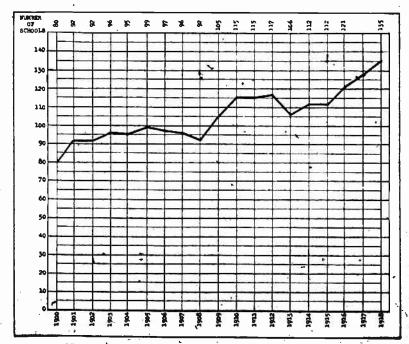


CHAPTER X.

INDUSTRIAL SCHOOLS FOR DELINQUENTS, 1917-18.

CONTENTS.—Schools reporting—Nomenclature—Size of schools—Inmates—Teachers—Parentage of immates—Illiteracy—Valuation of property per immate—Receipts—Total Expenditures—Endowment funds.

After the statistical report found in Volume II, 1917, Report of the Commissioner of Education, containing statistics for the year 1915-16, had been prepared, the Bureau of Education adopted the plan of collecting statistics biennially instead of annually, as had been done in preceding years. Consequently, in this chapter no historical statistics for 1916-17 willappear in the comparative studies. Further, corresponding statistics for the year 1918-19 will not be solicited. For most purposes biennial statistics will suffice, since fairly accurate interpolations can be made for the years not represented in the reports. As only slight changes appear in these statistics from year to year, a big mial report will answer most inquiries satisfactorily.



*Fig. 1.—Number of industrial schools for delinquents, reporting since 1900,



INDUSTRIAL	SUMMORE	WOD.	DELINOHENTS	1017 10
TMINDSTRIAL	SCHOOLS	TOR	DELINOUENTS	1917-18

745

	1900	1910	1911	2161	1913	1914	1915	1916	1918
Schools reporting.	10.5	115	115	117	106	112	112	121	. 135
Touchers: Mon. Women	496	493 621	394	458 616	#63 853	492 560	447 5886	518	+82 655
- Note:	1,063	1,117	1,006	1.074	1,021	1,052	1, 035	1, 161	1, 137
Women	1, 327	1,649	1,663	1,704	1, 963 1, 157	1.788	1,793	2,008	1,987
[Jobs]	2,357	2,783	2,876	2,898	3,150	3,085	3,009	3,511	3, 525
Whose number of inmate.	41, 110	43, 702 12, 961	39, 696 11, 691	41, 137 10, 830	40, 324 10, 488	43, 333 11, 465	45, 794	40,009	49, 680 14, 102
Total	51,871	5,6,663	51,347	51,967	50,812	₹.	57, 237	61, 828	63, 762
Total while limates Total colored immates Immates receiving insultation in school classes Immates learning some trade or occupation Total culturen is to 18 years, inclusive, in I mited States Moving average for teachers	21, 239, 820 21, 239, 820 21, 239, 820 1, 826 46, 415	24, 39, 321 24, 39, 321 24, 39, 322 49, 739	24, 24, 82 6, 34, 34, 616 24, 745, 562 25, 540	40,575 43,226 33,582 35,167,445 37,125 37,125	25, 321 25, 331 25, 331 25, 331 33, 240 33, 240	26,002,133 26,002,133 1,003 55,335	8, 2,2,5,2,-12 5,5,5,5,0,5,0 5,5,5,5,5,5,5,5,5,5,5,5,5	26, 223 26, 220 46, 543 26, 846, 976 26, 846, 976 3, 60, 273	4. 31, 786 4. 14, 786 51, 937 43, 410 27, 686, 476 6 (1, 121)
3 A verses trum bor		-:		!	}			-	

A verage number.

9 Estimated

9 Estimated

9 Estimated

9 Estimated

9 Estimated

9 Falls and by securing the sterage number from 1904 to 1904, inclusive: the following number, by using average number from 1901 to 1905, inclusive; the following number, by using average number from 1901 to 1905, inclusive, etc.

9 One school enrolling 673 immates did not report white and colored separately.

SCHOOLS REPORTING.

As most schools of this type are established by legislative enactment, a very large annual increase in the number of schools reporting is not to be expected. In Table 1 the number of schools reporting each year since 1900 is shown. These data are shown graphically in figure 1. It will be observed that the number reporting has increased from 80 in 1900 to 135 in 1918, representing an increase of 69 per cent. The curve falls below the regular "line of tendency" in 1908, 1913, 1914, and 1915. These drops are probably due to inability to secure prorts from all schools. In preceding years no record has been kept of the number of institutions not reporting. This year, as will be found in Table 8, the number of schools not reporting, as well as the number reporting, has been shown. According to the records which are revised regularly by the Bureau of Education, there are 159 public and private industrial schools for delinquents in the United States. Of this number, 135 submitted at least a partial report and 24 did not report. These statistics are fairly representative of the group, inasmuch as almost 85 per cent of such schools are included. The detailed table includes the names of the schools not responding as well as the names of those reporting. This arrangement is desirable, since no attempt is made annually to include the list in the Educational Directory published by this bureau.

IOMENCLATURE.

The schools whose reports are included in this chapter have been designated heretofore as State industrial schools. They are all, however, reformatory institutions for delinquents receiving inmates committed by juvenile or other court decision. The designation "State industrial schools" is a misnomer, since 31 schools listed in the detailed tables following are private institutions controlled by corporations or associations, but they admit children committed by public authority and receive public appropriations to care for these children. A small number of city and county industrial schools for delinquents are also included in the detailed tables following. It is thought advisable, therefore, to care the title of this chapter from that of "State industrial schools" to that of "Industrial schools for delinquents." The lists of private, county, and city schools are given below:

PRIVATE INDUSTRIAL SCHOOLS RECEIVING CHILDREN COMMITTED BY PUBLIC AUTHORITY.

St. John's School, Deep River, Conn. Connecticut Junior Republic, Lätchfield, Conn. Delaware Industrial School, Claymont, Del. Ferris Industrial School, Marshallton, Del. Amanda Smith Industrial School, Chicago, Ill.



Chicago Home for Girls, Chicago, Ill. House of the Good Shepherd, Chicago, Ill. Park Ridge School, Park Ridge, Ill. Convent of the Good Shepherd, Sioux, Iowa. House of the Good Shepherd, Baltimore, Md. House of the the Good Shepherd, Colored, Baltimore, Md St. Elizabeth's Home, Baltimore, Md. St. James Home, Baltimore, Md. St. Mary's Industrial School, Baltimore, Md. Plummer Farm School, Salem, Mass. House of the Good Shepherd, Detroit, Mich. Sisters of the Good Shepherd, Detroit, Mich. Hudson County Catholic Protectory, Arlington, N. J. Hudson County Catholic Protectory, Arlington, N. Y. Asylum of Our Lady of Refuge, Buffalo, N. Y. Berkshire Industrial School, Canaan, N. Y. House of the Good Shepherd, New York, N. Y. Inwood House, New York, N. Y. R. C. House of the Good Shepherd, New York, N. Y. St. Vincent Industrial school, Utica, N. Y. Boys Special School, Cincinnati, Ohio. House of Refuge, Cincinnati, Ohio. Glen Mills Schools, Darling, Pa. Glen Mills Schools, Glen Mills, Pa. Philadelphia Protectory for Boys, Phœnixville, Pa. Wisconsin Home and Farm School, Dousman, Wis.

COUNTY INDUSTRIAL SCHOOLS FOR DELINQUENTS.

Fulton County Industrial School, Hapeville, Ga.
Hampden County Training School, Feeding Hills, Mass.
Essex County Training School, Lawrence, Mass.
Middlesex County Training School, South Chelmsford, Mass.
Worcester County Training School, Oakdale, Mass.
Worfolk, Bristol and Plymouth Union Training School, Walpole, Mass.
Lüzerne County Industrial School, Kis-Lyn, Pa.
Thorn Hill School, Warrendale, Pa.
Knox County Industrial School, Knoxville, Tenn.
County Girls Home, Salt Lake City, Utah.
Parental School, Spokane, Wash.

CITY INDUSTRIAL SCHOOLS FOR DELINQUENTS.

Chicago Parental School, Chicago, Ill. Louisville Industrial School, Louisville, Ky. St. Louis Industrial School, St. Louis, Mo. Newark City Home, Verona, N. J. New York Parental School, Flushing, N. Y.

' "CITY AND COUNTY INDUSTRIAL SCHOOLS FOR DELINQUENTS.

Chicago and Cook County School, Riverside, Ill. Boys Parental School, Seattle, Wash.

SIZE OF SCHOOLS.

It is of interest to compare the "size" or enrollment of the 134 industrial schools for delinquents reporting such data. It will be



found in figure 2 that 17 schools have an enrollment less than 100, and one school has over 2,500. The most common size is from 100 to 199—25 schools falling in this group. About as many schools, 23, fall in the next higher group. From an analysis of the data used in the construction of this graph, it was found that as many schools had an enrollment less than 304 as had an enrollment greater than this number. The "median" school in the array had, therefore, an enrollment of 304 inmates. Approximately one-fourth, or 33

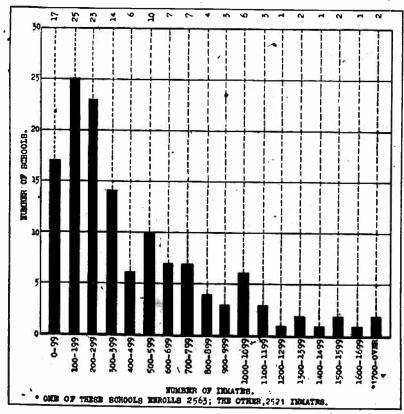


Fig. 2.—Distribution of industrial schools for delinquents according to enrollment.

schools, have an enrollment of 160 or less, and an equal number have an enrollment of 713 or more. In other words, about half the industrial schools for delinquents have an enrollment from 165 to 689, inclusive. The average enrollment for all schools reporting is 493.

INMATES

The number of inmates has increased much more rapidly than would be indicated by the increase in the number of schools reporting. As will be noted in figure 3, the total number of inmates on the roll



of industrial schools for delinquents has increased from 23,901 in 1900 to 63,762 in 1918, or an increase of 167 per cent. This very large increase of inmates in reformatory institutions would be an exaggeration, if a smaller percentage of institutions reported in 1900 than did in 1918. This inference, however, is probably not true, as the curve shows a gradual rise, indicated more clearly by the "moving average" in the figure. The method used in determining the location of this "average" is shown in Table 1. Its use is to eliminate the fluctuations in the original curve due to the negligence of a few schools to submit a report. It shows a gradual rise from the beginning to the end of the period considered. Any decided irregularity in the total

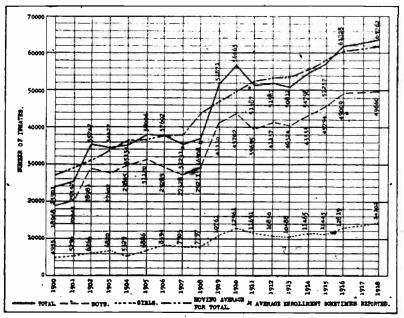


Fig. 3.—Number of inmates in industrial schools for delinquents, 1900-1918.

percentage of inmates reported would tend to show a greater deviation from the moving average than appears in any year. Since the "average line" shows remarkable regularity in its incline, it must be assumed that approximately the same percentage of the total number of inmates has been reported each year, and consequently there must have been the very large increase of 167 per cent as shown above.

The "total" curve has been "broken up" to show the number of boys and girls in industrial schools for delinquents. These curves show in general the same fluctuations as are shown in the total, indicating that the relative number of boys and girls is about the same each year.



TABLE 2. — Method of computing the index numbers and the moving averages used in

	ł		í			Compu	ting the	moving :	average
Year.	.	Enroll	lment.	bers	num- for—	for fiv	indices e-veur ods,	Avenige	e index
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
- t		2	3	4	5	6	7	8	9
00	· · · •	18,968	1, 933	54	53	2 301	• 1 283	2 60	1 5
)}	• • •	20.041	5, 296	57	57	· 2 325	* 303	165	3 (
02		28,981	6, 266	82	. 67	8 355	3 307	71	
)3)4			6,820	78 (73/ 5/7	389	329	78	
35	ं ख्र	29,805 31,120	5,329	84	- 5€	415	361	83	
¥8		29, 289	6,886 8,394	88	//4	410	379	82	
H		27, 328	7,903	83	/90	414	390	83	
ж		29,111	7,797	82	/ 85	446 482	449	∖ 89	
19		41,110	10,761	116	/ 116	511	514 550	96 102	i i
10		43,702	12,961	124	140	550	583	110	`-
· · · · · · · · · · · · · · · · · · ·	. 1	31,696	11,691	112/	128	582	612	116	i
4	1	42,137	10,830	116	117	588	620	118	i
3		40.324	10, 488	1/4	113	593	603	119	i
3		43,333	11,465	122	مفقد	620	615	123	12
5		45,794	11,413	129		615	644	129	1
6	• • • • • •	49,009	12,819	139	138	671	6.4	134	1
8	• • • • • • • • • • • • • • • • • • • •	********	••••	2 140	2 1 16	2 690 E	2 713	2 138	3 j
		49,660	14, 102	141	153	2 702	1 743	2 140	2 14
A verage	į-	35, 334	9,232					!	

Divide the enrollment for each year by the average enrollment.

This is the sum of the index numbers from 1900 to 1904, inclusive etc.

To show this relativity and divergence more clearly it is necessary to reduce the enrollment to index numbers. Table 2 shows the method used in securing the index numbers used in plotting the curves in figure 4.: The average number of boys for the 18 years considered was 35,334. This average is divided into the number of boys on the roll each year. The quotients are the indices given in column 4 and are used in locating the curve for boys in figure 4. In a similar manner the curve for girls is determined. So great are the irregularities in these two index curves that it becomes necessary to compute a moving average for each. The method of computation is shown in Table 2. Consider, for example, the interval between 1916 and 1918. The moving average for the girls shows a steeper slope than the one for the boys, indicating that the percentage of increase for the girls was greater than that for the boys during this interval. In other words, the increase in the number of girls in an "average" institution may have been from 50 to 60, or 20 per cent, while the increase in the number of boys in an "average" institution may have been from 100 to 105, or 5 per cent, only one-fourth as much as in the case of the girls. Because one curve is above another does not indicate that the upper curve shows the greater increase. Between 1902 and 1903 the upper curve shows a decrease, while the lower one shows an increase. It will be seen, therefore, that the relative slope or steepness of the curves between any two consecutive intervals indicates the relative rate of change. In general, the two



moving averages show the same slope until 1915, where a tendency to diverge is evident, the average for girls rising the more rapidly. Whether the "breaking down" of home life is responsible for the increase in the number of delinquent girls within the past few years one cannot judge from the curves. In general, a slight tendency in this direction has been evident since 1904, but did not become pronounced until 1915. It must be remembered, however, that 78 per cent of all inmates in 1918 were boys. In other words, there were more than three times as many boys as girls in reformatory institutions. Consequently, the apparent tendency noted above need not be alarming.

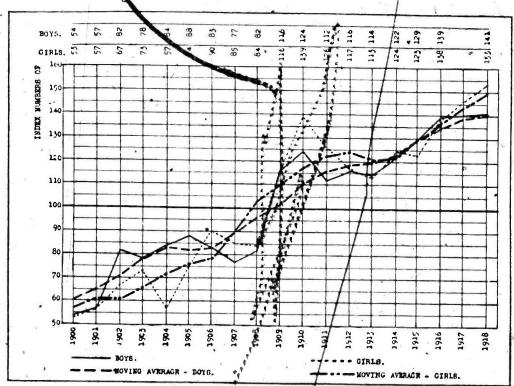


Fig. 4.—Relative rates of increase in the number of boys and kirls in industrial schools for delinquents, since 1900.

The very large increase in the total number of children committed from year to year may be partly due to any one of four factors—a tendency on the part of courts to construe the laws more rigidly, the enactment of more stringent laws or of laws having wider application, the organization of a more vigilant police force, or a "breaking down" in the control of children in the home and school. In short, either more children are "caught" or our methods of building character are becoming more ineffective.

THE SIGNIFICANCE OF AVERAGE ENROLLMENT.

In Table 12 it will be noted that the average enrollment in 30 schools for the year was 26,721 boys and 9,270 girls, or a total of 35,991. This total is only 58 per cent of the total number of inmates



on the rolls of these same industrial schools for delinquents during the year. This percentage seems to indicate that the average child remains in a reformatory institution only 58 per cent of a year, or almost 212 days. Of course, some inmates remain for a longer period and others for a shorter period, but the average period is only 212 days. The fact that some inmates are counted in the enrollment for two consecutive years does not vitiate this deduction, since presumably the same ratio would hold for two successive years.

The "average enrollment" also indicates approximately the number found in industrial schools for delinquents at any one time.

INMATES COMMITTED AND DISCHARGED.

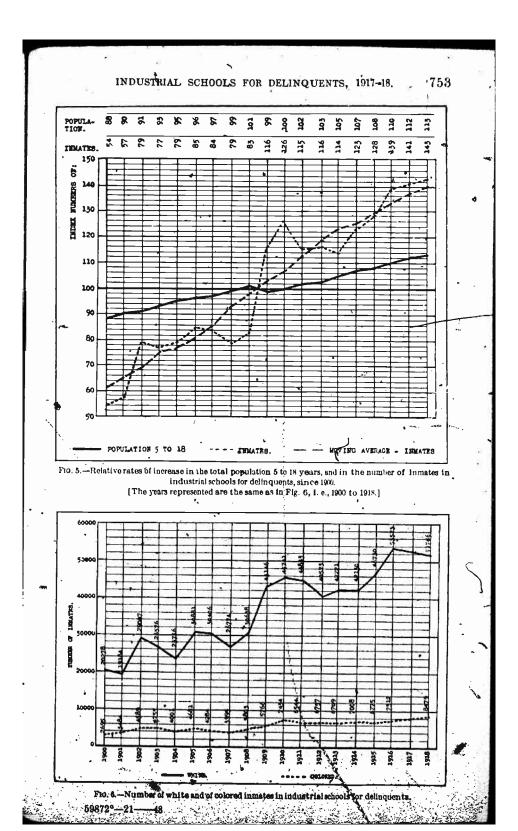
During the year 22,498 boys and 5,525 girls, or 28,023 children, were committed to reformatory institutions, and 20,969 boys and 4,714 girls, or 25,683 children, were discharged. Altogether, 134 schools reported the number committed and 129 the number discharged. Five schools, not reporting the number discharged, reported the number committed as 959. One school reported neither the number committed nor the number discharged. Deducting these numbers respectively from the total numbers committed and discharged, it is found that 27,064 inmates were committed and 25,683 discharged from the 129 institutions reporting this information. The number committed, therefore, exceeded the number discharged by 1,381, or by 5.4 per cent. This was to be expected in view of the fact that the total number of inmates has increased annually—as shown above in Table 1 and figure 3. No attempt was made to ascertain the number of inmates on parole.

TABLE 3 - Method of computing index numbers used in figure 5.

Years.	Total population.	Inmates.	Index for popu- lation.	Index for iumates.	Moving average of index numbers for total inmates
	1	8	4	5	6
1900 1901 1902 1903 1903 1904 1905 1907 1908 1900 1910 1911 1912 1913 1914 1914 1915 1916 1917	21,897,678 22,251,863 22,655,001 23,028,748 23,410,800 23,762,723 24,242,936 24,013,763 24,239,820 24,306,932 24,745,562 24,745,562 25,167,445 25,887,331 26,022,130 26,425,100 26,846,970	23, 901 25, 337 35, 247 31, 422 35, 134 38, 006 37, 683 35, 231 36, 908 51, 871 56, 663 51, 387 59, 812 54, 798 57, 237 61, 828	88 00 21 93 95 96 97 99 101 99 100 103 103 105 107 108 110 112 213	51 57 79 77 77 85 84 79 83 110 121 116 114 123 128 128 141	61 61 65 65 66 65 66 66 66 66 66 66 66 66 66
A Verage	24, 356, 573	44, 5G6			

This moving average has been computed by using seven consecutive index numbers in order to eliminate all fluctuations.







INMATES AND POPULATION.

It is desirable to show whether the rate of increase in the number of inmates in industrial schools for delinquents has been proportional to the increase in the total population 5 to 18 years. It is difficult to make these comparisons graphically, since the quantities to be compared are so unequal numerically. In 1918 there were only 24 inmates in industrial schools for delinquents out of every, 10,000 children between 5 and 18 years of age. In other words one curve would be about 400 times as far from the base line as the other. Consequently, the numbers representing the total population and inmates have been reduced to indices as shown in Table 4, thus facilitating a convenient method of showing rates of increase as shown graphically in figure 5. To eliminate irregularities in the curve for inmates, a moving average has been applied the computation of which is given in Table 3. Throughout the period under consideration, 1900 to 1918, a more rapid rise is shown for the number of inmates than for the corresponding population. The moving average is steeper throughout the entire interval than the index curve for the population. This figure furnishes additional evidence that a larger and larger proportion of children are committed each year to reformatory institutions than would be indicated by the more stable increases in population.

WHITE AND COLORED INMATES.

The number of white and of colored inmates in industrial schools for delinquents since 1900 is shown in figure 6. The number of white inmates has increased from 20,278 in 1990 to 54,610 in 1918, or an increase of almost 170 per cent, while the number of colored inmates has increased from 2,695 to 8,479, or 215 per cent in the same period. One school, in Indiana, admitting colored youth as well as whita, enrolling 673 inmates, did not report white and colored separately. Consequently, the total number of white and of colored as shown in the graph lacks 673 of making the total of 63,762 enrolled in all institutions. According to the Federal Census of 1910, in Indiana 1.9 per cent of the population was colored. Assuming that this ratio holds for the number of inmates in reform schools, it is estimated that 13 hmates in the Indiana school are colored. Applying this correction to the totals in the graph the estimated number of white children in reform schools is 55,270 and the number of colored, 8,492. Assuming that these figures are essentially correct, it is found that the number of whites has increased 173 per cent and the number of colored 215 per cent since 1900. These percentage are more nearly correct than the corresponding percentages given above. It is evident, therefore, that there has been a greater increase in the number of colored than of white inmates in industrial schools for delinquent within the last 18 years.

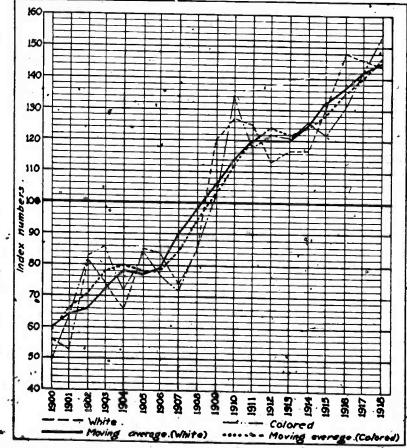
This inequality in relative increases can not be attributed to a more rapid increase in the colored span in the white population of the

C) Lyming



country, since this condition does not prevail. Between 1900 and 1910 the percentage of increase in the white population was 22.3 and in the colored population only 11.2 per cent. These percentages, therefore, show that the conclusion drawn above is valid.

In 1910 the number of colored children 5 to 19 years, inclusive, in the United States constituted 12.4 per cent of the population of corresponding ages. The estimated number of colored children in



Fro: 7.—Relative rates of increase in the number of white and of colored in mates in industrial schools for delinquents, 1900-1918.

industrial schools for delinquents as shown above is 8,492, or 13.3 per cent of the total number of inmates. In other words if the population percentage for 1910 holds in 1918, the number of colored children in these schools is over 7 per cent more than would be indicated by the number of colored children in the population. Briefly stated, there is a slightly larger proportion of colored than of white children in reformatory institutions,



TABLE 4—Method of computing the index numbers and the moving averages used in figure 7.

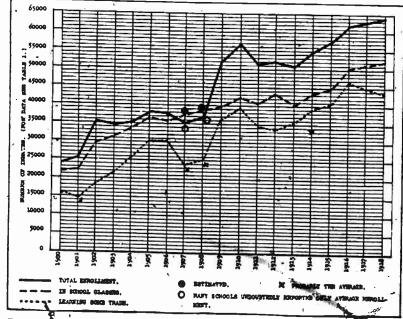
•	_ ′	r			Computing the moving average			
year.	Enrollment.		Index num- bers for-		Total indices for five-year periods.		Average index.	
	White inmates.	Colored inmates.	White.	Color- ed.	White.	Color- ed.	White.	Color- ed.
1	2	8	4	5	6	7	8	,
900	20.278 19,184 29,007, 26,576 23,716 30,881 30,406 25,774 30,638 43,146	4,755 4,001 4,681 4,284 3,995 4,803 5,766	56 53 81 74 66 86 84 74 85	49 63 83 86 72 84 77 72 86 103	301 318 330 360 391 384 395 449 490 531	293 330 353 388 402 391 391 422 472 513	60 64 66 72 78 77 79 90 98	56 7. 7. 8. 7. 7. 8. 9.
910 911 912 913 914 915 916	45, 741 44, 843 40, 575 42, 221 42, 180 46, 780 53, 223	7,434 6,544 6,758 6,709 7,008 6,775 7,812	127 125 113 117 117 130 148 146	134 118 122 121 126 122 131 142	570 602 599 602 625 668 685 712	563 598 621 609 622 642 674 701	114 120 120 120 125 132 137 142	10 11 12 12 12 12 12 13
Average	51,786 85,992	8,479 5,559	144	153	726	732	145	14

INDEX CURVES FOR WHITE AND COLORED INMATES.

A more thorough analysis showing the relative rates of increase of white and colored inmates is made possible by the index curves shown in figure 7. The method used in locating the index curve is the same as that used in determining similar curves shown in figures 4 and 5. The moving averages also computed in the same manner as explained for the moving averages in those figuration exact data and the method of securing the data used in struction of figure 7 are given in Table 4. It was necessary to compute the moving averages for this figure so as to eliminate the irregularities in the index curves due to variation in the number of schools reporting each year. Consider, for example, the interval from 4903 to 1904. The moving average for the whites during this period shows a more rapid rise than is indicated by the moving average for the colored inmates. In other words, the curve for the white is steeper than that for the colored inmates during this interval. The fact that the curve for the colored inmates is superior to that for white inmates indicates nothing. Only the relative slopes show relative rates of increase. If the last points for 1918 on each index curve had been located by numbers representing a complete distribution of the total enrollment between white and colored, the moving average for white between 1917 and 1918 would show a



slightly lower drop than appears, the index being 146 instead of 144. In general, therefore, since 1914 the curve for colored inmates has risen more rapidly than the one for white inmates. This means of course, that in recent years the increases in the number of colored inmates has been greater than that for white inmates. It was pointed out above that since 1900 the number of colored inmates has increased more rapidly than the number of white inmates. This fact, however, need not be alarming since the moving averages show about the same relative slopes throughout. These deductions



Fro. 8.—Number of immates in industrial schools for delinquents receiving instruction in the school classes or learning some trade, compared with the total enrollment.

are based on the assumption that the same percentages of white and colored inmates have been reported annually for the United States. It should be borne in mind that the "moving average" does not represent actual accurate figures, but only indicates trends, and for this reason is probably more accurate than either index curves or graphs showing actual figures, since both of these contain fluctuations due to variation in the percentage of schools reporting annually."

INMATES IN SCHOOL CLASSES AND LEARNING SOME TRADE.

The total number of inmates, and the enrollment in school classes or in trade courses, are shown in figure 8. The statistics for 1907 and 1908 are not comparable with the statistics for other years, as



will be noted from the unusual drop in the curves at these periods. The curve for the enrollment in school classes has been rectified since the schools in these years reported "average enrollment in the school classes." In the case of the other two lines no rectification is warranted, since the reports do not state that "averages" were asked for. Undoubtedly, many schools reported only the average, since the numbers assumed to be in the school classes during these years exceed the actual enrollment. This drop is not wholly due, however, to inaccurate reports, but also to the failure of many schools to report in 1907 and 1908, as will be evident from figure 1. The

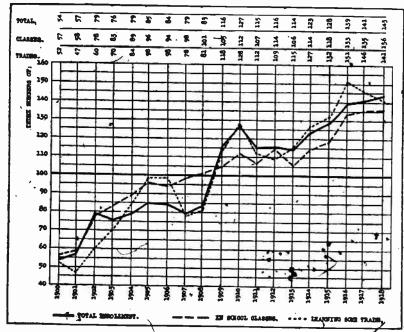


Fig. 9.—Relative rates of increase in the number of immates in the school classes or learning some trade as compared with the total enrollment in industrial schools for delinquents, 1900-1918.

total number of inmates has increased 167 per cent, the enrollment in school classes 140 per cent, and the number learning some trade 172 per cent since 1900.

These percentages show that the relative number in school classes has not kept pace with the increase in total enrollment and that the number learning a trade has increased in greater proportion than the total number of inmates. The falling off of the enrollment in trade classes in 1918 may be due to war conditions. The number in school classes actually increased between 1916 and 1918, in about the same propertion as the corresponding increase in the total enrollment.



By means of the index curves shown in figure 9 the rates of change in enrollment between any two consecutive intervals becomes readily apparent. For instance, in 1918 the steepest slope is shown for the "total enrollment" curve, the next steepest slope for the curve representing enrollment in school classes. The "reversed" or "negative" slope representing the number learning some trade indicates an actual decrease. Possibly the decreases in enrollment in trade courses may be due to the fact that many men teachers were drafted into the Army. The three curves in general show remarkable similarity in slopes throughout the period 1900 to 1918, indicating about the same relative increase annually in the number in the school classes or who are learning some trade. The method used in constructing these index curves is shown in Table 5.

Table 5.—Method of computing the index numbers used in figure 9.

		Index numbers for.				
Years.	Total en- rollment.	In school classes.	Learning some trade.	Total.	Classes.	Trades.
1	2 .	. 8	- 4	5	6.	. 4
900	35, 247 34, 422 35, 134 38, 006	21,626 22,131 29,612 31,468 33,871 36,580	15, 946 14, 582 18, 469 21, 603 25, 839 30, 378	54 57 79 77 79 85	57 58 78 83 89	52 47 60 70 84 98
906. 907. 908. 909. 910.	37,683 35,231 36,41	35, 789 37, 151 38, 514 39, 877 42, 381 40, 646	30, 144 23, 918 24, 899 36, 262	84 79 83 116 127 115	94 98 101 105 112 107	98 78 81 118 128
911	5 708	43, 222 40, 301 43, 283 44, 735 50, 320	33,592 35,575 39,344 40,707 46,543	116 114 123 128 139	107 114 106 114 118 133	112 109 115 127 132 151
918,	63,762	51,937 37,969	43,410 30,829	141	135 136	146 141

It should be remarked that 81 per cent of all inmates reported in 1918 were enrolled in the school classes, and 68 per cent were learning a trade, as shown in Table 1. Since 1900 the average percentage enrolled in school classes is 85, and learning some trade 69. The slight falling off from this average in 1918 may be due to war conditions. These percentages contain slight errors, as some institutions reporting total enrollment do not report enrollment in school classes or the number learning some trade. In the summary table (11) only those institutions reporting all these data have been included. Disfound that 83 per cent of all inmates are enrolled in school classes and 75 per cent of all are learning some trade. These are only slightly higher (2 per cent and 7 per cent aspectively) than the corresponding figures given above. These differences



however, indicate that approximately the same percentage should be added, respectively, to the average obtained for the period 1900 to 1918. If this is done it is found that on an "average" about 87 per cent of all inmates are enrolled in school classes and 76 per cent are learning a trade in industrial schools for delinquents. These percentages are essentially correct, since allowance has been made for institutions not reporting.

TEACHERS.

By reference to figure 10 it will be noted that the number of teachers has increased from 538 in 1900 to 1,137 in 1918, or an increase of 111 per cent. This increase has not been so marked as the increase in the number of inmates, 167 per cent. A more detailed discussion of these relative increases will be given below; in connection with figure 12. In brief, it may be said that in 18 years the number of inmates in industrial schools for delinquents has almost been tripled, while the corresponding number of teachers has been only a little more than doubled. The moving average shows more accurately the general trend than does the irregular curve representing the absolute numbers. The method used in computing this average is shown in Table 1.

In comparing the relative numbers of men and women teachers, the numbers for the years 1907 and 1908 can not be considered, since they represent only the "average" number of teachers employed during the year. From 1909 to 1918 there has been only a slight increase in the teaching force. It will be noted that approximately the same relative number of men and women are employed from year to year—the number of women exceeding the number of men. In fact, in 1918, about 58 per cent of the teachers were women and 42 per cent were men. The slight decrease in the number of men teachers may be incident to the draft. This decrease in the male teaching force in 1918 may cause the decrease in the number of inmates learning some trade, as shown in figures 8 and 9, since most trades are presumably taught by men.

On the blank used in collecting the statistics for this report the "number of assistants earing for inmates not included as teachers" was secured. Figure 11 shows the corresponding statistics since 1900. Within this period an increase of 125 per cent is shown. This percentage is higher than the corresponding increase of 111 per cent in the number of teachers, but lower than that for total inmates, 167 per cent. These percentages indicate that the number of persons teaching and caring for inmates in industrial schools for delinquents has not been increased in proportion to the number of inmates committed. Combining the figures for teachers and assistants, it is found that there has been an increase of 121 per cent since 1900, as compared with an increase of 167 per cent in the number of inmates.



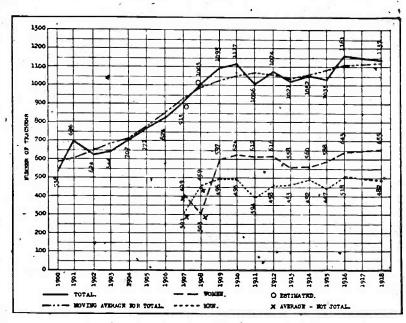


Fig. 10.—Number of teachers in industrial schools for delinquents.

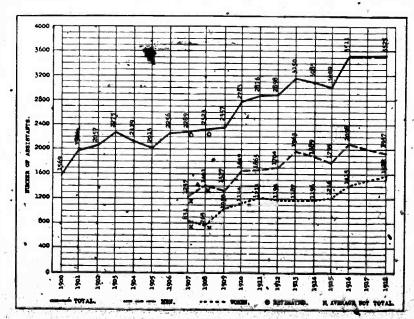


Fig. II.—Nighter of assistants in industrial schools for delinquents.



The average number of inmates for each year from 1900 to 1918 is. 44,566, and the average number of teachers and assistants combined is 3,473. The average number of inmates under the "entire charge" of each teacher and assistant is 12.8. In other words the average "load" since 1900 is 12.8. This "load" has increased from 11.3 in 1900 to 13.7 in 1918. The actual average increase in the load has been 2.4 within this period, or an increase of 21 per cent. To state this significance clearly in different words, teachers are obliged in 1918 to teach 6 pupils where they instructed only 5 in 1900, and assistants are obliged to care for 6 inmates in 1918 where they cared for only 5 in 1900. This extra burden thrust upon teachers is even greater than the ratio of 6 to 5 given above indicates, since the increase in number of teachers has not been so great as that of assistants, as shown above. It was thought advisable, in arriving at the deduction made above, to combine the data on teachers and assistants, since it is not always possible for institutions to make an exact distribution of employees when reporting.

TABLE 6 .- Method used in securing the index numbers used in figure 12.

Inmates ers ants Inmates Teach ers Assistants	,	Total	Teach-	Assist-	Ind	lex numbe	rs for—
1900	rears.				Inmates.		
1907 22, 337 696 1, 966 57 76	• 1	2	3	4	5	6	7
Averages 44,586 912 2,559	00 072 033 040 040 050 060 077 07 08 09 10 11 11 12 12 13 14 15	25, 337 35, 247 34, 442 35, 134 38, 006 37, 682 35, 231 86, 968 51, 871 56, 663 51, 387 51, 967 50, 812 54, 798 57, 237 61, 828	→ 696 624 644 707 771 824 913 1,003 1,107 1,006 1,074 1,021 1,082 1,035 1,161	1,966 2,057 2,275 2,119 2,013 2,256 2,289 2,323 2,357 2,783 2,878 3,150 3,099 3,511	57 79 77 79 85 84 79 83 116 126 115 116 114 123 128 139	76 68 71 71 77 84 90 100 110 122 110 118 112 115 113 127	722 80 88 83 83 79 83 90 90 92 109 112 113 123 120 117 137 138

The index curves given in figure 12 show in detail the relative rate of increase in the number of inmates, teachers, and assistants. The relative slope of the curves between any two consecutive dates indicates the approximate rates of increase. Thus between 1916 and 1918 the curves for inmates and assistants show about the same slope, and therefore about the same rate of increase. The curve for teachers shows a negative slope, and therefore an actual decrease. The number of teachers increased very rapidly from 1900 to 1910, much more rapidly than the number of assistants, but in general not quite so rapidly as the number of inmates, since the curve repre-



senting the latter begins at a lower point in 1900 and ends at a higher point in 1910. From 1908 to 1910 the "inmate" curve shows a very rapid rise. The method used in determining the location of these curves is shown in Table 6, and of course, is the same as that used in computing similar graphs used above. By means of index numbers curves are placed near together in such a way as to facilitate ready comparisons.

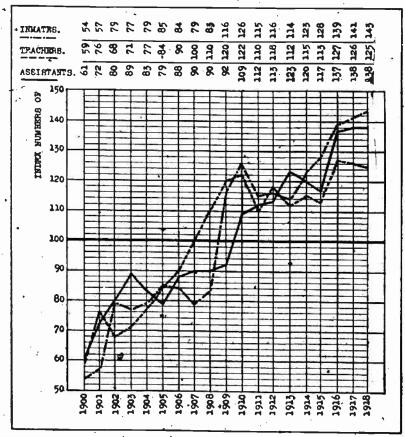
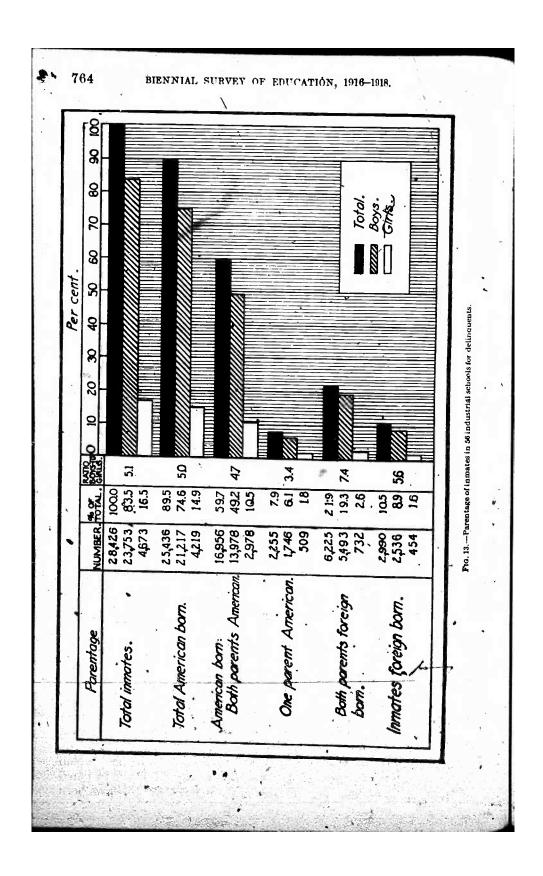


Fig. 12.—Relative rates of increase in the number of inmates, teachers, and assistants in industrial schools for delinquents since 1900.

PARENTAGE OF INMATES.

In figure 13 an analysis has been made of the parentage of inmates, boys and girls. As only 56 schools made a complete and accurate distribution of their total enrollment under the classification shown in the graph and in Table 10, the figure is based upon the data in Table 10 rather than upon Table 9, which is comparable to the corresponding statistics tabulated in preceding years, and which has been retained in the report only for this reason. It will be noted from the graph that 89, 5 per cent of the inmates are American born





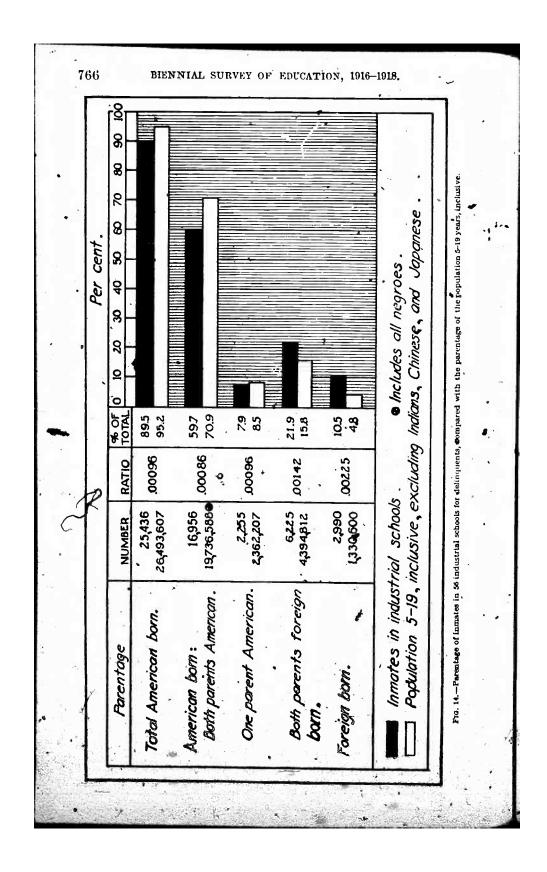


and 10.5 per cent foreign born. In other words, only one child in 10 in industrial schools for delinquents is foreign born. Also 59.7 per cent of all American-born inmates have both parents American, and 7.9 per cent, have one parent American, and 21.9 per cent have both parents foreign born. Combining the foreign-born inmates with those American born, having both parents foreign born, it is found that about 3 children out of every 10 in industrial schools for delinquents are either foreign born or have foreign-born parents.

By comparing the number of boys and girls in each group it found that for all inmates there are 51 boys to every 10 girls (5.1); for all American-born inmates, 50 boys to every 10 girls (5.0); for inmates with both parents American-born, 47 boys to every 10 girls (4.7); for all inmates of mixed parentage, 34 boys to every 10 girls (3.4); for inmates having both parents foreign born, 74 boys to every 10 girls (7.4); and for all inmates foreign born, 56 boys to every 10 girls (5.6). It is noted that the ratio between boys and girls is highest where the foreign-born element enters and lowest in the mixed parentage group. These statistics show that a larger percentage of American girls of American or mixed parentage get into reform schools than do foreign-born girls with both parents foreign born. Conversely, a higher percentage of "foreign" boys than "American" boys are committed. This situation is a very difficult one to unravel, and one can only conjecture an explanation. Possibly, "foreign" girls are kept under closer home supervision than are American girls. On the other hand, a larger percentage of "foreign" boys than of "American" boys may spend their time on the streets and become subject to unusual temptations. The "foreign" child does not always understand our customs and laws, and, consequently, may more often meet with friction from peace officers than do American children. Many means have been provided for the employment, amusement, or recreation of "American" children which are not open socially to the "foreign" child. The low ratio shown between boys and girls of mixed parentage may not be conclusive, as only 7.9 per cent of all children inreformatory institutions fall in this group.

The high ratio between boys and girls in the "foreign" groups can not be attributed wholly to the inequality of boys and girls in the population. From the Federal Census of 1910 it is found that there are only 106 foreign-born boys to every 100 foreign-born girls from 5 to 19 years, inclusive. This slight difference does not account for the high ratio of 5.6 shown in the graph. If the total foreign-born population is considered, it is found that there are 129 males to 100 females, but these figures are not comparable with those for boys and girls in industrial schools for delinquents. According to the census of 1910 the relative number of boys and girls 5 to 19; inclusive, having foreign-born parents, was 100 boys to 100 girls. It can be seen, therefore, that inequality in the distribution by sexes







does not account for the high ratio of 7.4 shown in the fifth group of bars. The difference in the ratio, therefore, in the third column of figures in the graph can not be explained on the unequal distribution of the sexes from 5 to 19 years, inclusive.

PARENTAGE OF INMATES COMPARED WITH THE TOTAL BOPULATION 5 TO 19 YEARS, INCLUSIVE.

By reference to figure 14 it will be noted that 95.2 per cent of all children 5 to 19, inclusive, in our population are American-born, and that 89.5 per cent of the children in 56 reformatory institutions are American-born. These percentages show that not as many Americanborn children as would be indicated by the corresponding population are in reform schools. In the case of foreign-born children, they constitute 4.8 per cent of the population but 10.5 per cent of the total number of inmates in reformatory institutions. These institutions have an unusually high percentage of foreign-born children; in fact, more than twice as many as the foreign-born population 5 to 19 years inclusive, in this country would indicate. Comparing the bars representing the distribution of American children according to parentage, it is found that reformatory institutions have a very high percentage of children with foreign-born parents, a relatively low percentage of children with American orn parents, and about the proportion of children with one parent American as is shown for all inmates combined. The ratios given in the second column of figures in the graph are secured by dividing the number of inmates by the population 5 to 19, inclusive, in corresponding groups. The average ratio between the total number of inmates and the total population is 0.00102, found by dividing 28,426 by 27,824,207. The ratio for all "American" children is slightly lower than this average and for all "foreign" children, considerably higher than this. The Americanborn children are 6 per cent below this average, and the foreign-born 122 per cent above this. An analysis of the American born shows that children with both parents American born are 16 per cent below this average; children with one American parent, 6 per cent below; and children with both parents foreign born, 41 per cent above. It can be seen, therefore, that the foreign element in our population . makes unusually high contributions to our reformatory institutions.

ILLÍTERACY.

In Table 11 it will be noted that 10 per cent of the children committed to industrial schools for delinquents can neither read nor write. Of the number discharged, 10 per cent can neither read nor write. It appears from the statistics of the 109 schools and 116 schools reporting these facts, respectively, that industrial schools for delinquents do not eliminate illiteracy. It should be noted that only those schools are considered which report both the total number committed and the total number of these who could neither read nor



write and the total number discharged and the number of these who could neither read nor write. These percentages, therefore, seem conclusive. It should be remarked however, that the expression "read and write" is subject to different interpretations by different schools. Presumably, many schools do not give actual tests to determine the per cent of incoming illiterates. At any rate, the same test is not given by all schools reporting. The percentage of illiterates among drafted men for the Army as revealed by the Alpha and Beta tests was much higher than would be indicated by replies to the inquiry of the Bureau of the Census, "can you read and write?" It is possible, therefore, that more stringent tests are held for outgoing than for in-coming inmates. If this is true, the percentages given above may be questionable.

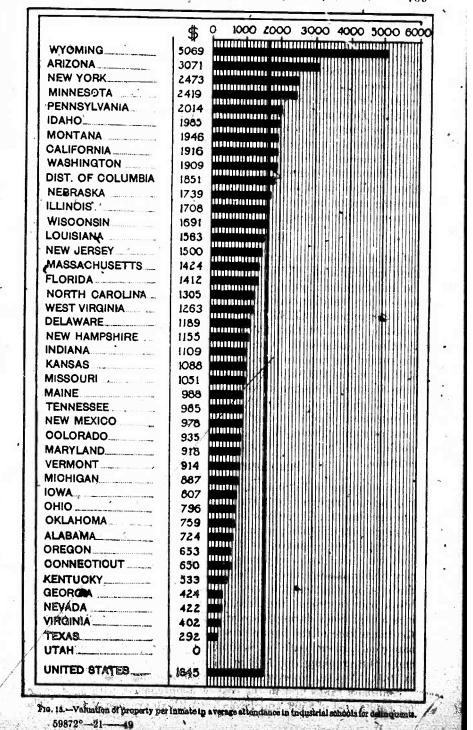
In addition to the per cent of persons committed to industrial schools for delinquents who could neither read nor write, another 8 per cent could read the second reader but could not write. Altogether, 18 per cent of the children committed to reform schools can not write and 8 per cent can read only in the second reader.

VALUATION OF PROPERTY PER INMATE.

Altogether, 126 schools reported the value of property, but only 122 gave both the valuation of property and the number of inmates in average enrollment, as given in Table 13. The valuation of property per child in "average enrollment" is shown in figure 16 for such States as had schools, either public or private, reporting both items. As the "average enrollment" represents the average number of inmates at the institutions and using the school property, it was used in preference to the total number of inmates enrolled during the year. Wyoming ranks highest with an average of \$5,069, and Arizona second, with an average of \$3,071. The only school in Utah reporting gave 60" as the valuation of property. The property used by the school is rented. Possibly some of the States are not fairly represented in this graph, since representative schools did not report the valuation of property. The average investment for the United States is \$1,645 per child. Only 13 States have a higher average valuation than this and 30 States have a lower average. This inequality of 13 and 30 States above and below the average, respectively, is due to the fact that a few States have an unusually high average investment.

The most common investment is represented by the bars extending between \$900 and \$1,000, which are below the average. It should be remarked that the total valuation of property for these 122 schools is \$50,660,801. The average valuation per school, therefore, is \$415,252. If all schools of this type, numbering 159, had this average valuation of property, the total value of all property owned by industrial schools for definquents would be \$66,025,141. This aggregate, however, is only a very rough estimate and should be used with caution.







RECEIPTS.

As will be noted in Table 14, 130 schools reported receipts amounting to \$13,031,130. Several of these schools reported only the total amount received and did not itemize the amounts received either as to "source" or "function." The amount received from State, county, or city was \$11,099,216, or 85 per cent of the total amount itemized; from private benefactions, \$315,473, or 2 per cent; and from all other sources, \$1,616,441, or 13 per cent. In other words practically all money received by these schools comes from public sources.

The amount received for permanent equipment was \$1,839,861, and for current expenses \$10,460,166, in so far as the schools itemized their receipts as to function. In other words, 15 per cent of the receipts are to be used for making permanent improvements, and 85 per cent for meeting current expenses.

TOTAL EXPENDITURES.

Out of 135 schools reporting this year, 132 gave a statement of their expenditures. As will be noted in Table 14, the amount spent for buildings and lasting improvements in 1917-18 was \$1,695,617; for teachers' salaries, books, etc., \$2,778,785; and for other salaries and all other expenses, \$7,177,768, or a total of \$12,401,067. It will be noted in Table 14 that the total amount spent was not always itemized by all schools. Consequently, the total given above exceeds the sum of the itemized amounts. The average expenditure of each institution was \$93,947. If the three schools not reporting expenditures incurred the same average expense, the total expenditures for the 135 schools included in this report would be \$12,682,908. If the 24 industrial schools for delinquents, not reporting, should incir the same average expense, the total amount expended by all such schools would be \$14, 937,636. This amount, however, is only a very rough estimate. PER CAPITA EXPENDITURES.

By reference to Table 15 it will be found that 127 schools, public and private, reported both their total expenditures and their average enrollment. The whole length of the horizontal bars in figure 16 represents this total per capita cost. In all, 120 schools reported the cost of maintenance, as shown in Table 15. This per capita cost includes current expenses, but does not include outlays for new buildings or grounds. The black portion of the bars represents, the cost of maintenance only. The open bars at the end of the black ones represent, therefore, the per capita cost of new buildings and grounds during the year. The States have been ranked on the magnitude of the bars representing current expenses or maintenance only, since "outlays" is subject to great periodical fluctuations and a State ranking very high in this score in 1918 might fall very low in 1920. Not so, however, with the cost of maintenance.

Louisians ranks first in the cost of maintenance, with an average per capita cost of \$596, and Texas last with an average of \$216. The



	Current	00	0 200 400 600 800 1000 120
LOUISIANA	596	57	
CALIFORNIA	561	42	
MONTANA	318	218	**************************************
IDAHO	1 10	28	
OREGON	427	-	
NEBRASKA		ા 8 .40	Horning rees were resident to the state of t
WASHINGTON		29	
MINNESOTA	391	122	Marie
NEVADA	384		
NEW YORK	373	563	
NEW MEXICO	372	253	
RHODE ISLAND		15	·····································
MASSACHUSETTS		51	
VERMONT		30	3123-111101226.2530
ILLINOIS		108	141101111111111111111111111111111111111
DIST. OF OOLUMBIA		,00	
FLORIDA		100	
ARIZONA		68	
PENNSYLVANIA	292	14	Control of the second s
MAINE		68	
SOUTH CAROLINA	279	160	announce of the first that the first that the
KANSAS		5	
MISSOURI		128	
OKLAHOMA	276	39	
MICHIGAN	271	13	
WISOONSIN	263	61	contract is the second
KENTUCKY	259	5	
WYOMING		894	······································
NEW JERSEY		15	
INDIANA	247	50	eniorania
DELAWARE	245	68	0:010-1010;
YIRGINIA		13	
OOLORADO	220	27	
OONNEOTICUT	219	61	
IOWA	203	/11	
NORTH CAROLINA	201	0	
WEST VIRGINIA		15-	
TENNESSEE		0	
MARYLAND	121	14	
ОНЮ		0	
ALABAMA	167	5	
NEW HAMPSHIRE	103	0	
GEORGIA	100	55	
TEXAS.	79	137	
UNITED STATES	287	39	

Fig. 16. - Amount spent annually for each inmatein average attendance in industrial schools for delinquenta



average for the United States is \$287 for each child in average attendance at school. /This average would be much lower if the total number on the roll during the year had been used in computing it. Since each child in reformatory institutions, as will be shown below, is on the roll only 58 per cent of a year, the actual per capita cost for each inmate enrolled would be 58 per cent of \$287 or \$166. This latter number should be used with consideration. It means that each child committed to a reform school costs the State \$166, while the former number means that the cost of keeping an inmate in a reform

school for one year is \$287.

The highest per capita expenditure made by any State for new buildings or grounds was in Wyoming, the average being \$894. The State ranking second on this score was Nevada, with an average of \$563. As would be expected, several States made no expenditures for outlays. The highest per capita total expenditures made by any State was in Wyoming, where the average was \$1,150, and the lowest in New Hampshire, where the average was only \$103. If any States have not been fairly considered in this figure, it is because the reform schools within their boundaries did not give the facts necessary for the computation of these averages or did not report at all. For most States, however, the list will be representative. It is evident from the graph that a large number of States are making small per capita expenditures for their reform schools. No attempt has been made, however, to determine the relative efficiency of the schools in the different States, but undoubtedly a greater "reformation" can be effected with \$500 than with \$100.

ENDOWMENT FÉNDS.

In Table 7 the names of the industrial schools for delinquents having endowment funds are given. It is found that 16 schools have such funds, and only 3 of these received any endowment during the year. The aggregate endowment reported is \$780,378. The additional amount received in 1917-18 was \$10,750.

TABLE 7 .- Industrial schools for delinquents having endowment funds.

Institution	Location.	Total amount of productive funds.	Amount received for andowners during the
Connecticut Junior Republic	Litchfield, Conn	\$15,000	,
			\$500
			17
			1 7
		115,000	. 250
State School for Boys.	South Portland, Me	700	1 7
		141,547	1
iris Industrial School	Geneva, Nebr	73,500	
Firshire Industrial Farm.	Canaan, N. J	. 0	10,00
Inwood House.	New York City, N. Y	83,000	
Winnersh Home and Wares Cales.	Clen Mills, Pa	100,000	
Hen Mills School Wisconsin Home and Farm School Wisconsin State Patenting	Dousman, Wis	₹,000	
		90,875	
Wisconsin Industrial School	MITMERIKES, M. 13	13,500	1



Table 8. - Teuchers and inmates in industrial schools for delinquents, 1917-18.

States.	porting	t reporting.	Ten	hers.	not ploy	stants em- ed as hers	Who	ole num inmate		: 11	gro inn icluded iding ed	
· · · · · · · · · · · · · · · · · · ·	Schools reporting	Schools not	Men.	Women	Men.	Мощеп.	Boys.	Girk.	Total.	Schools reportuga	Roys.	GIrls.
1	2 —	3	1		6		- S	9	10	11	12	13
United States	135	24	482	653	1.937	1,588	19,660	14, 102	63,762	99	6,706	1,77
A hahama	2	: 1 ;	1 3	6 2	3A 19	9	552 142	113 36	665 178	0	0 3	
California Contrado Connecticut Delaware District of Columbia Florida Georgia Idaho Ilitinois Indiana Iowa Kansas Kansas Kentucky Loutsiana Malne Maryland Maryland Michigan Minnesota Minnesota Missouri Montana Nebraska New Hampshino New Jersey New Horte New Jersey New Mexico New York North Carolina North Dakotta	32 32 22 1 4 3 2 4 2 2 1 3 6 9 1 1 1 5 1 1 1 5 1 1 1 1 5 1 1 1 1 5 1	2	46 19 8 1 5 5 0 1 13 7 1 23 9 4 0 39 4 1 7 2 8 5 12 3 1 17 0 5 2 2	20) 10 5 9 13 3 8 2 1 10 9 4 4 1 10 5 6 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	74 64 37 5 39 88 81 19 162 16 24 65 95 50 67 7 30 67 7 9 132 9	50 14 19 4 4 0 0 16 169 34 22 78 116 9 3 4 4 39 117 78 117 78 118 9 117 78 118 118 118 118 118 118 118 118	1,332 450 993 121 651 300 378 1,813 498 1,814 1,78- 498 1,278- 1,211 1,844 1,792 1,241 1,844 1,792 2,523 2,828 6,966 6,966 138	181 200 0 0 113 147 65 5 0 8 1 1,526 385 72 380 184 0 281 573 5712 1,485 461 390 51 160 0 65 489 1 2,606	1,513 983 234 365 365 378 270 5,621 1,961 810 810 146 462 2,844 42,359 1,433 1,433 1,433 1,433 1,51 237 5,51 9,51 9,51 1,51	3 2 1 1 2 2 1 1 1 6 2 2 2 0 3 3 3 3 3 3 1 1 2 0 0 1 5 5 1 1 1 1 0 0	87 41 45 40 376 90 123 11 462 21 229 21 239 62 47 19 327 8 35 0 0 452 4 4 560 6 0 0	
Ohlo Oklahoma Oregon Oregon Pennsylvania Rhode Island South Carolina South Dakota Tennesse Texas Utah Vermont Virginia Washington West Virginia West Virginia West Virginia West Virginia	3 1 2 1 1 1 1 1 1 1 1 1 1 1 1	3 1 1 1 1	18 1 3 46 7 1 0 0 0 4 2 19 -2	19 1 7 26 10 3 5 4 6 10 6 13 1	177 21 9 258 16 13 8 5 47 0 8 22 46 25	80 2 80 121 18 4 5 9 10 3 15 6 28 27 47 2	5,094 302 4,560 1,020 248 130 172 1,381 0 285 613 1,402 540 1,000 61	650 0 9 1,299 78 0 35 102 224 148 104 67 179 214 343	5,734 302 302 3,859 1,096 248 165 148 389 1,605 148 389 1,501 754 1,344 61	3 1 6 2 0 0 1 1 0 1 2 4 2 4	1, 152 9 2 490 18 0 48 442 0 25 20 37 83 11 3	236 8 0 0 1 0 0 67 1 67

One school included here and not report enrollment of white and colored separately. One additional school admitting negroes did not report the number of such lumates. Includes a school maintained exclusively for colored youth.

All maintained exclusively for colored youth.



774 BIENNIAL SURVEY OF EDUCATION, 1916-1918.

TABLE 9. - Parentage of inmates in industrial schools for delinquents, 1917-18.

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	United States	United States			report-	Ame	rican	Ame	rican	par- fore	ents vign	Tot	al.	fore	ign	cent for- elgn
United States	United States	United States		•		Poys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	,
Alabama	Alabama	Alabama		· · · · · · · · · · · · · · · · · · ·	2	3	4	5	Ŕ	7	8	9	10	. 11	12	18
California 3 728 36 172 4 91 12 991 52 109 2 10 Colorado 2 244 159 46 17 102 25 332 20 31 6 6 6 Connecticut 2 160 0 7 0 2 2 0 189 0 16 0 8 Dehaware 1 1 0 107 0 0 0 2 0 189 0 16 0 8 Dehaware 2 160 0 7 0 0 2 0 189 0 16 0 8 Dehaware 2 160 0 7 0 0 2 0 189 0 16 0 8 Dehaware 2 1 1 0 107 0 0 0 2 0 107 0 0 2 2 0 189 0 16 0 2 2 2 District of Columbra 2 2 624 145 1 0 18 2 643 147 8 0 10 10 Florida 2 2 85 63 2 0 2 0 89 63 0 2 1 Georgia 2 367 0 0 0 0 5 0 37 2 0 0 0 0 0 0 1daho 1 153 61 12 8 10 8 124 77 5 4 3 Hillions 6 1,202 452 84 312 833 220 2,119 944 228 132 10 Indians 1 0 336 0 11 0 18 6 355 0 6 2 10 Indians 1 0 336 0 11 0 18 6 355 0 6 2 10 Indians 1 0 336 0 11 0 18 6 355 0 6 2 10 Indians 1 1 0 348 0 11 0 18 6 355 0 6 2 10 Indians 1 1 0 348 0 11 0 18 6 355 0 6 2 10 Indians 1 1 135 0 0 3 0 8 0 146 0 2 2 0 1 3 Kansas 2 2 330 380 100 0 0 88 0 498 3.90 22 0 0 0 0 Louislanu 1 1 355 0 3 0 8 0 146 0 2 2 0 1 1 Maire 3 1 1 355 195 5 5 16 33 176 220 5 5 28 7 7 Maryalad 3 743 189 1 9 8 0 752 189 1 0 0 0 Massachusetts 7 382 218 197 56 714 222 189 1 0 0 0 Massachusetts 7 382 218 197 56 714 222 1,283 488 80 56 7 Michigan 4 400 666 34 119 116 4 304 4115 67 17 16 Missouri 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	California 3 728 36 172 4 91 12 991 52 109 2 10 Colorado 2 214 159 46 17 102 25 332 20 31 6 6 6 Connecticut 2 160 0 7 0 22 0 189 0 16 0 8 Dehaware 1 0 107 0 0 0 2 0 189 0 16 0 8 Dehaware 2 160 107 0 0 0 2 0 189 0 16 0 2 2 2 District of Columbra 2 160 107 0 0 0 2 0 189 0 16 0 2 2 2 District of Columbra 2 160 107 0 0 0 0 107 0 0 2 2 0 189 0 16 0 2 2 2 District of Columbra 2 167 0 0 0 0 107 0 0 0 107 0 0 2 2 0 189 0 16 0 2 2 2 District of Columbra 2 167 0 0 0 0 107 0 0 0 107 0 0 2 2 2 District of Columbra 2 2 85 63 2 0 0 2 0 89 83 0 2 1 1 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	California 3 728 36 172 4 91 12 991 52 109 2 10 Colorado 2 244 159 46 17 102 25 332 20 31 6 6 6 Connecticut 2 160 0 7 0 2 2 0 189 0 16 0 8 Dehaware 1 1 0 107 0 0 0 2 0 189 0 16 0 8 Dehaware 2 160 0 7 0 0 2 0 189 0 16 0 8 Dehaware 2 160 0 7 0 0 2 0 189 0 16 0 8 Dehaware 2 1 1 0 107 0 0 0 2 0 107 0 0 2 2 0 189 0 16 0 2 2 2 District of Columbra 2 2 624 145 1 0 18 2 643 147 8 0 10 10 Florida 2 2 85 63 2 0 2 0 89 63 0 2 1 Georgia 2 367 0 0 0 0 5 0 37 2 0 0 0 0 0 0 1daho 1 153 61 12 8 10 8 124 77 5 4 3 Hillions 6 1,202 452 84 312 833 220 2,119 944 228 132 10 Indians 1 0 336 0 11 0 18 6 355 0 6 2 10 Indians 1 0 336 0 11 0 18 6 355 0 6 2 10 Indians 1 0 336 0 11 0 18 6 355 0 6 2 10 Indians 1 1 0 348 0 11 0 18 6 355 0 6 2 10 Indians 1 1 0 348 0 11 0 18 6 355 0 6 2 10 Indians 1 1 135 0 0 3 0 8 0 146 0 2 2 0 1 3 Kansas 2 2 330 380 100 0 0 88 0 498 3.90 22 0 0 0 0 Louislanu 1 1 355 0 3 0 8 0 146 0 2 2 0 1 1 Maire 3 1 1 355 195 5 5 16 33 176 220 5 5 28 7 7 Maryalad 3 743 189 1 9 8 0 752 189 1 0 0 0 Massachusetts 7 382 218 197 56 714 222 189 1 0 0 0 Massachusetts 7 382 218 197 56 714 222 1,283 488 80 56 7 Michigan 4 400 666 34 119 116 4 304 4115 67 17 16 Missouri 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		United States	105	20, 809	8, 370	2.159	1,370	7,119	1,981	30, 117	9, 721	4,416	924	12
				Allfornia Colorado Connecticut Colorado Connecticut Delaware District of Columbia Florida Georgia Idaho Illinois Indiana Iowa Kansus Kentucky Louislaria Maine Maryland Massachusetts Michigan New Jersey New Mexico New York North Carolina Chio Oklahoma Pennsylvania Rhode Island South Carolina Tennessee Texas Utah Vormont Virginia Washington West Virginia	3 2 2 2 1 6 1 2 2 2 1 6 1 2 2 2 1 1 3 3 3 7 7 9 3 2 2 2 1 1 6 6 1 1 5 1 1 2 1 6 6 2 1 1 1 1 1 1 2 5 5 5 5 5	728 244 180 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	366 100	172 46	4 17 10 10 10 10 10 10 10	911 102 22 22 18 2 2 5 19 30 26 6 31 16 16 16 17 18 18 19 19 19 19 19 19 19 19 19 19 19 19 19	12 25 0 0 0 0 0 0 1 1 1 1 1 1 1 1 1 1 1 1 1	9011 3822 1199 0 0 372 2, 1199 2, 1199 2, 1199 490 146 176 1752 1, 293 1, 119 2, 2, 28 48 3, 5, 27 3, 3, 5, 2 4, 3, 3, 5, 2 4, 3, 3, 5, 2 4, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3,	522 - 201 107 147 63	100 31 16 16 16 16 16 16 16 16 16 16 16 16 16	2 2 6 6 2 2 0 0 0 4 4 1322 6 6 80 0 0 2 3 1 0 0 0 0 10 2 3 0 0 0 0 0 6 6 1 10 0 0 6 6 0 0 6 6 0 0 0 6 6 0 0 0 6 6 0 0 0 0 6 6 0 0 0 0 6 6 0	106 68 8 2 2 100 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
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INDUSTRIAL SCHOOLS FOR DELINQUENTS, 1917-18.

TABLE 10.—Parentage of inmates in industrial schools for delinquents, 1917-18 (including only those schools making a complete and accurate distribution of their total enrollment).

					meric	an bor	a.					Ĺ
States.	Schools report- ing.	Amei pare	rican	Ame	n one rican ent.	par lore	oth ents eign rn.	То	tai.	Inn fore bo		Per cent for- eign born.
		Boys.	Oiris.	Boys.	Giris.	Boys.	Girls.	Boys.	Girls	Boys.	Girls.	
. 1	2	8	4	5	6	7	8	9	10	11	12	18
United States	56	13,978	2,978	1,746	509	5, 495	732	21,217	4,219	2, 536	454	11
Alabama. California. Connecticut District of Columbia. Florida. Georgia Idaho. Illinois. I owa. Kansas. Kentucky. Malne. Maryland. Massachusetts. Michigan. Missouri. Newada. New Jersey.	13121122112211122111221112211122111221	0 630 624 0 209 11,122 1,122 126 120 0 1 860 155 502 116 400 0 1,365 124 40 1,365 124 229 2,091 230 248 203 40	1133	116 . 0 157 130 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	01 63 12 18 18 18 19 433 18 18 18 18 18 18 18 18 18 18 18 18 18	0 2 0 0 8 72	0 851 643 643 209 184 1,639 129 129 129 129 176 502 884 1,108 2,903 138 2,281 302 3,191 945 248 207 532 487 487 487 487 487 487 487 487 487 487	1137 0 0 0 1477 63 3 777 6600 0 3800 0 0 0 1899 403 325 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 044 8 8 8 9 0 0 0 5 5 188 9 9 0 0 2 28 250 0 2 2 478 0 445 7 7 5 0 0 1 5 6 6 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	100 33 100 00 66 181 88 200 44 133 143 143 143 143 143 143 143 143



TABLE 11.—Education of inmates in industrial schools for delinguents, 1917-18.	Inmates (committed who Inmates could reliner read not could read write.	States. Schools Com Com Com Com Com Com Com Com Com Com	17 17 17 17 17 17 17 17 17 17 17 17 17 1	United States 109 2,220 337 10 79 1.006	223002 20003	District of Columbia 2 77 12 36 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	000-1	33 4 0 9 32 4 0 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	
n of inmales in 1	Inmates committed who could read second reads but could not write.	Per (cent of total cons. Cirls. min. these institutes it.	e s	Or Lang S		24.000	52 53 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	350 17 32 1	
ndustrial schools)	Inmates who could read and write when discharged.	Schools Hoys, Girls.	10 11 12	116 18.234 4,132	2 2 33 33 2 2 3 3 3 3 3 3 3 3 3 3 3 3 3	2 261 59 2 100 25 2 87 0	6 2,118 373 1 241 0 2 246 22 3 74 88	3 4 61 6 1,056 226 8 1,144 230 4 653 346	
ʻor delingn	j	Cent of total number discondinged from these institute.	<u> </u>	- QS		80.50	88888	58888	
ents, 1917-1	Inmates receiving Instru- tion in the school classes.	Schools Hoys. Cirls.	2	129 42.727 9		12228	2 1,339 2 1,339 3 318 3 318 1 2,75	1 146 3 181 6 2,271 8 1,329 5 1,515	
a di	ing Instruc-	Per Cent of total total in the se institute in the se institute in the se institute itous.	16 17	9,210 83	<u> </u>	147 65 75 37 88 88 88	\$-480 err	193 278 81 278 81 932 100	
;	Inmates fearning some trade or occupation.	Schools Ing.	81	119 XX, ZX		1212 120 130 130 130 130 130 130 130 130 130 13	2, 2, 16 2, 530 322 322 8, 822	1 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	
	ing some trapation.	Por cent of total circles. mend in these institutions.	0.5	11,182	286 0 899 0 899	11.7 100 100 100 100 100 100 100 100 100 10	25.00 25.00 15.00	125 543 543 535 535 927	•



INDUS	TRIAL SCHOOLS FOR DEL	LINQUENTS, 1917-18.	777
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3.55 22.55 23.35 6.23 3.55 6.25 6.25 6.25 6.25 6.25 6.25 6.25 6	24.64 24.65 24.65 25.65 26.65	7	
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BIENNIAL SURVEY OF EDUCATION, 1916-1918.

TABLE 12.—Items relating to encollment in industrial schools for delinquents, 1917-18.

	Ave	rage en		it for	Com ments ing the		charge	es dis- ed dur- year.		rage en: le schoo		
States.	Schools reporting.	Boys.	Girls,	Per cent of total enroll- ment in same schools.	Boys.	Girls.	Boys.	GIrls.	Schools reporting.	Boys.	GIrls.	Per cent of average en- rollment for the year in corresponding schools.
. 1	2	8	4	, 2	6	٠7	×	9	10	11	12	18
United States	130	26, 721	9, 270	58	22,498	5, 525	20, 969	4,714	122	18, 247	4, 964	68
Alabama Arizona California Colorado Colorado Connecticut Delaware Pistrict of Columbia Filorida Georgia Idaho Illimois Indiana Iowa. Kahezs Kentucky Loulisiana Mathe Maryland Massachusetts Michigan Minnesota Michigan Minnesota Miseouri Montana Nebraka New Hampahire New Mexico New Maryland Ohio Okishama Oregon Pennsylvania Rhode Island South Dakota Tennessee Texas Utah Vermont Virginia Washington Washington West Virginia Washington West Virginia Washington West Virginia Wisconin West Virginia Washington West Virginia Wisconin West Virginia Wisconin West Virginia Wisconin West Virginia Wisconin	2 2 3 2 2 1 3 3 5 9 5 3 3 4 1 1 1 6 1 1 1 2 2 7 7 2	364-61-19-9-19-9-19-9-19-9-19-9-19-9-19-9	61 125 1300 0 88 87 40 0 49 9 1 10 11 15 10 11 15 11 10 11 15 11 10 11 11 15 12 22 0 0	644 49 62 62 62 62 62 62 62 62 62 62 62 62 62	2311 197 290 291 291 291 291 291 291 291 291 291 291	144 577 71 71 65 0 0 34 47 240 44 40 0 65 65 132 234 48 0 0 209 157 546 132 234 440 400 100 100 100 100 100 10	23% 40 335 194 445 48 262 200 92 2 143 249 67 4 495 61 1,073 1,173 67 492 2 2,143 20 100 3,317 22 2,424 25 00 0 44 23 50 0 0 33 33	24 7 62 0 0 0 44 25 0 648 648 648 683 3227 230 0 185 221 17 0 0 250 0 10 598 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	21 1 2 2 1 1 1 7 7 3 2 4 1 1 1 2 5 8 5 3 3 3 1 1 1 1 1 5 1 1 2 7 2 1 1 2 5 2 4 1 1 2 5 2 4 1	3600 1199 1292 200 1,188 1297 201 1,871 4,925 218 228 20 228 228 20	30 94 130 0 38 8 0 9 9 310 310 340 407 427 33 30 0 0 40 40 40 40 40 40 40 40	922 1000 188 49 40 100 100 100 100 100 100 188 83 100 77 550 44 100 100 100 100 100 100 100 100 100



<sup>Number of schools reporting, 134.
Number of schools reporting, 130.
Compiled only for such schools as reported both "average caroliment for the year" and "average caroliment for the year" and "average caroliment for the year.</sup>

INDUSTRIAL SCHOOLS FOR DELINQUENTS, 1917-18.

Table 13.—Industrial schools for delinquents—Property, per capita value, etc.

		١	falue of prop	ert y	Inves	tment pe	er child in a ollment.	verage
States.	-Vol- umes in library.	Schools report- ing.	Buildings and grounds.	Scientific apparatus, furniture, machinery, etc.	enroll-	Average enroll- ment.	Value of property.	Per capita invest- ment.
1	2	8	4	5	6	;	8	9
United States	200,915	. 126	\$15,669,604	\$6,414,286	122	30,806	\$50,660,801	\$1,645
Alabama Artzona Artzona Alifornia Colora-to Connecticut Delaware District of Columbia Florida Peorgia ddaho Illinois Indiana Lowa Kentucky Conisiana Maryland Massachusetts Michigan Minnasota Misso Minnasota Misso Minnasota Misso New Hampshire New Jersey New Mexico New York North Carolina Ohio Pennsylvania Rhode island South Dakota Texas South Dakota Texas Utah Vermont Virginia Washington West Virginia Washington West Virginia West Virginia West Virginia West Virginia West Virginia West Virginia West Virginia West Virginia West Virginia West Virginia West Virginia West Virginia West Virginia West Virginia West Virginia West Virginia West Virginia West Virginia West Virginia Wisconsin	1,700 3,496 1,200 3,300 1,441 695 350 24,882 16,947 3,457 12,500 2,924 10,01 1,748 12,52 16,383 8,399 4,250 1,000 5,010 2,000 5,010 1,700 6,25 16,853 6,000 1,700	2 1 1 2 2 3 2 2 1 1 1 2 2 1 1 1 2 2 1 1 1 5 5 1 1 3 1 1 2 2 7 7 0 0 0 1 1 3 5 5 2 4 4 1	129,502 125,000 348,752 1,532,808 1,239,038 1,239,038 1,239,030 135,370 448,400 181,070 2,397,532 40,000 11,422,077 120,000 80,000 80,000 5,873,848 0 152,500 200,000 187,000 200,000 1,237,033 450,000 1,237,033 1,348,415	13, 195 22, 500 215, 303 39,000 5,000 10, 950 6,000 11,000 3,000 14,000 18,209 1,063,762 153,203 22,417 23,000 68,756 149,368 86,441 229,812 322,278 149,764 245,000 69,006 111,472 86,000 1,281,630 102,331 24,000 1,281,630 102,331 24,000 1,281,630 102,331 24,000 1,281,630 102,331 24,000 1,281,630 102,331 24,000 1,281,630 102,331 24,000 1,281,630 102,331 24,000 1,281,630 102,331 24,000 1,281,630 102,331 24,000 1,281,630 103,600 103,000 11,631,000 11,631,000 11,631,000 11,631,000 11,631,000 110,650 110,650	1 5 1 15 1 15 1 1 2 2 7 0 0 0 0 1 1 2 2 0 0 1 1 3 5 5 2 2 4 4	425 119 741 406 623 169 877 250 249 152 504 911 778 644 933 518 1,025 322 19 161 1,758 458 5,136 1,758 173 3,544 203 1,197 0 2488 498 448 905	207, 870 365, 500 405, 000 200, 950 181, 000 200, 950 181, 000 353, 000 105, 695 301, 756 4, 275, 268 1, 010, 693 627, 792 700, 828 125, 000 398, 143 1, 394, 253 1, 459, 820 1, 621, 298 2, 404, 376 539, 892 80, 000 12, 703, 713 130, 600 22, 468, 830 113, 000 7, 186, 977	724 3, 071 1, 916 925 650 1, 189 1, 851 1, 412 424 1, 985 1, 708 911 1, 424 1, 985 918 1, 424 1, 708 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1



			dos ali Total. Lucs.	81	, 768 1812, 401, 067	13, 500 14, 500 14, 500 14, 500 15, 500 16, 500 17, 500 18,
•	nditures.		s salaries tc. salaries tc. other expenses.	5	85 \$7,177,78	- - - - - - - - -
*	Total expenditures		Teachers salaries, books, etc.	=,	7 \$2,778,78S	
1917-18.	} !	Buildings		2	\$1,665,617	1.868.1862.48
ditures,		100498	Port 3	. •	E	8-000000-00-000000000001-0-0 <u>-0</u> -
and expen	.		Total.	- 00	\$13,081,130	
-Receipts	•	Function.	For current expenses.	-	\$10, 460, 166	23,250 2001-142,25
kingvients		W.	For per- manent equip- ment.	•	11,839,861	8558, 851, 85 51, 85 62 84 84 84 85 85 6 6 5 5 5 5 6 6 6 6 6 6 6 6 6 6 6
pole for de	Receipts		From all other sources.	. 9	\$1,616,441	1 8445644 8 64484845144-5 642-
fustrial seh		Source.	From private benefac- tions.	-	\$215,473	00000000000000000000000000000000000000
Table 14.—Industrial schools for delinquents—Receipts and expenditures, 1917-18	•	: •	From State, county, or city.		\$11,000,216	2148228488 8:1845822222555555555555555555555555555555
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	INI	USTRIAL	SCHOOLS	FOR	DELINQUENT	s, 1917–18.	781	
	1,529,498 1,065,998 1,065,893 105,893 175,500 227,974 15,600	224-226-22-101 224-236-236-236-236-236-236-236-236-236-236						•
	85 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	28, 26, 26, 26, 26, 26, 26, 26, 26, 26, 26		*	•			
	206, 942 1, 9642 1, 9642 1, 1725 1, 2500 1, 274 39, 274	2,000	•	•	•			
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. BIENNIAL SURVEY OF EDUCATION, 1916-1918.

Table 15.—Industrial schools for delinquents—Per capita cost based on average enrollment.

	Exp	enditures	for all purpo	156N .	Exper	iditures fo	r current exp	oenses.
States.	Schools report- ing.	A verage enroil- ment in these schools.	A mount.	Per capita.	Schools report- ing.	Average enroll- mept in these schools.	Amount	Per capits
1	2	8 .	7	. 5	6	7	8	9
United States	127	35,979	\$11,721,114	\$326.	120	33, 225	\$9,537,095	\$25
liabama	2	425	72,963	• 172	2	425	71,067	16
Arizona	ī	119	55,000	362/	*ī	119	35,000	29
alifornia	3	119	146,469	603	3	.741	415,503	56
Colorado	2	405	100, 138	247	2	405	89,086	22
Connecticut	3	623	174,461	280 313	2	162	35,520	21
Delaware	2 2	184	57,663	313	2	184	45,024	24
District of Columbia		474	149,035	314	2	474	149,035	31
Plorida		250	100,000	400	1	250	75,000	30
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